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ABSTRACT

The expansion and growth of higher education is not just a question of merely adding facilities or teachers to accommodate the ever-growing number of students. It has been estimated that the total body of human knowledge doubles every 15 years; this fact creates the problem of developing and perfecting new approaches to education that keep pace with that knowledge. In light of these and other factors, this report makes recommendations to the Commission for Higher Education in Connecticut to alleviate the burden of future problems. Included are recommendations for the creation of a management information system in Connecticut, the formation of consortia among institutions in the State, and an increase of financial assistance to students enrolled in the independent colleges and universities in the State. Appendices include a bibliography, data forms, an interview guide, tables, and the recommended modification of Public Act No. 627. (HS)

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AN ASSESSMENT AND PROJECTION OF THE RESOURCES AND NEEDS OF INDEPENDENT HIGHER EDUCATION IN CONNECTICUT

Volume I

a report to

THE COMMISSION FOR HIGHER EDUCATION
STATE OF CONNECTICUT

MARCH 1971

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Arthur D. Little, Inc.

AN ASSESSMENT AND PROJECTION
OF THE
RESOURCES AND NEEDS OF INDEPENDENT HIGHER EDUCATION
IN CONNECTICUT

Volume I

A Report
to
The Commission for Higher Education
State of Connecticut
Dr. Warren G. Hill, Chancellor

March 1971

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Arthur D. Little, Inc.

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CHAPTER I

RECOMMENDATIONS

The evaluation of information assembled through intensive interviewing and data gathering has provided considerable insight into conditions characterizing Connecticut's independent institutions of higher education. We are impressed by the widely felt awareness within these institutions and the state education agencies that these conditions require action by all parties. There are serious problems facing both the institutions and the state, but these problems are not insoluble. Indeed, the need for solutions can be seen as an opportunity for creative innovation on all fronts. The following paragraphs contain our recommendations for action in the face of this opportunity. Our continuing discussions with members of the Blue Ribbon Committee, named by the Chancellor for Higher Education to aid us in evaluating the issues and evidence assembled, have helped greatly in formulating these recommendations. This report, however, including the following recommendations, is the responsibility of Arthur D. Little, Inc. and does not necessarily represent the views of the Committee or any of its members.

I. We recommend that the Commission for Higher Education take immediate steps to urge the 1971 General Assembly to:

- Amend Public Act #627 (see appendix E) in order to secure a broader use of the resources available in the independent sector; and

- Provide a greater measure of financial assistance to students enrolled in the independent colleges and universities.

1. Our review of Public Act No. #627, coupled with extensive discussions with administrative officers from both the public and private sectors of higher education have led to the conclusion that the benefits of Public Act No. #627 are somewhat less than the performance objectives underlying the Act. Its terms are too restrictive to provide appreciable benefit to the majority of Connecticut residents currently enrolled in the independent sector as well as to the independent institutions themselves. Observers generally recognize the beneficial effects sought by the Act and acknowledge with regret that more have not been realized. Reasons for the limited success of the Act appear to lie partly in events which could not have been anticipated at the time it was formulated and partly in the language of the Act itself.

If circumstances and heavy demands on the state budget for the next biennium preclude the passage of more broadly based legislation, we strongly urge that the Commission for Higher Education recommend the following immediately useful modifications in Public Act #627.

- We recommend combining items 1 and 2 under Section 1 of the present legislation and using the same residency norm for all.
- We recommend the retention of a minimal credit hour requirement in the definition of a full-time program. The language suggested in Appendix E, however, provides for broad flexibility in determining a credit hour equivalency as well as what constitutes a full-time program.
- We recommend removing explicit requirements on the size of the change in Connecticut student enrollment and the requirement that it be an increase above the immediately preceding year.
- We recommend that the Commission determine the amounts to be paid institutions qualifying under the revised act during a specified year ending June 30 by a comparison of enrollments during the year preceding the specified year with enrollments in prior years.
- We recommend removing the requirement that the institution show any increase in total overall enrollment in order to qualify.
- We recommend modifying the language in sections three and four of the present act to provide the Commission with greater flexibility in its determination of the Connecticut enrollment required to enable a private institution to qualify for state funds.

2. As a next step, we recommend that the Commission for Higher Education urge the General Assembly to authorize a grant of $1,000 to the independent colleges and universities for each Connecticut resident enrolled on a full-time basis. The terms of the grant should specify that at least 80 percent of each must be used to provide financial assistance for the Connecticut residents enrolled.

3. In addition to the above, we recommend that the Commission for Higher Education urge that the General Assembly authorize grants for part-time graduate and undergraduate students enrolled in independent colleges and universities. The grants should equal three-fourths of the difference between tuition at the independent institution and comparable charges in the state colleges, without contribution toward the administrative overhead expenses of the participating institutions.

II. We recommend that the current General Assembly authorize the Commission for Higher Education to contract with independent institutions of higher education or with legal entities composed of such institutions e.g. legally constituted consortia, for provision of educational programs, facilities, and/or services.

By means of contracts between the state and private institutions of higher education, it may be possible for the state to secure a wide variety of needed public services. Moreover, the contractual mechanism enables the state to be discerning in terms of the types of services purchased, the quality of these services, and their costs.

It is possible to conceive of a state contract program with one or more private universities which would be designed to enable them to expand their programs, if research and planning indicated such a need. The contract with each institution could define the number of student places to be provided in specific types of programs. (Presently over 5000 empty spaces are available for non-residential students in the state's independent institutions.) It could define in considerable detail both the content of these programs and the type and quality of instructional personnel to be employed in them. The terms of the agreement would identify the costs of operating the program, including careful allocations of non-instructional costs, such as administration, building expenses, and non-instructional support services required to operate the program. Provision also might be made for financing any new equipment and facilities required to provide the program capacity desired by the state. And, the agreement might cover the financing of the short-term costs which might be incurred from under-utilization of program capacity during the start-up phase of the program's operation.

It also might be possible to incorporate several types of tuition and scholarship aid features into the agreement. Under one alternative, the private institution might be required to charge no more tuition for the contract program than the tuition charged for identical programs at public institutions in the state. The terms of reimbursement by the state to the institution could provide for deducting the tuition received by the institution from the full contract cost of the program. Another alternative might enable the institution to charge a uniform tuition for all programs (contract and non-contract) but enable institutions to provide scholarship aid in the form of reduced tuition to students who met certain criteria of ability and financial need as spelled out in the contract.

The principal advantages of the contracting mechanism, as we view it, are that:

- It could be a means for avoiding indiscriminate financial aid either to institutions or to individual students. The logic of contracting is that the state has certain defined educational needs and that it seeks to meet these needs by securing some part of them through the educational services of the private institutions at the same time that it is securing the remainder of them from public colleges and universities.
- The state would not be required to underwrite the costs of all of the programs being operated by an individual institution but only those costs directly related to the particular programs and services for which the state had established a public need.
- While the task of calculating the proper contract costs of each program would not be easy, we believe that it would induce a much more careful system of cost accounting, and hence financial accountability, than is characteristic in the current operations of many educational institutions in the state.

III. We recommend a management information system be developed and established by the Commission for Higher Education.

The Arthur D. Little, Inc. companion study report[*] makes this recommendation and provides a brief enumeration of factors to be considered in the development of a management information system. This report offers somewhat more specific recommendations on the data requirements and information format appropriate to the design of an information system.

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[*] Needs for Higher Education Related to Regional and Statewide Economic Development in Connecticut, A Study for the Connecticut Commission for Higher Education, March 1971.

- Due to the special characteristics of higher educational institutions, the Commission for Higher Education is perhaps unique among the state agencies in its need for a specialized management information system. As the State of Connecticut develops its Program, Planning, and Budgeting System, the Higher Education Information System should be developed by the Commission in parallel fashion and be compatible with it.

- The core of a management information system for higher education planning is the annual or semi-annual sub-system to gather data. Of the seven information gathering forms used during this study, five were concerned with such data--enrollment, degrees granted, student quality, faculty quality, and finances. Most data elements were gathered for 1965-66 and 1969-70 or 1970-71, many also for 1975-76 and 1980-81, and a small number for only 1970-71. The number of degrees granted by subject area was sought to facilitate comparisons between forecasts and future needs as identified in the companion study. Except for enrollment data, which was refined according to level but not by program, all other data were single values for the entire institution, as in the Higher Education General Information Survey (HEGIS). However, the administrators of individual institutions and administrators at the state level responsible for allocation of resources both need better insight into the relationships between instructional costs and output than single, institution-wide aggregates can ever give. It is necessary to move toward a more refined set of data elements and program definitions which recognizes costs and accomplishments within components of the institutions, preferably academic programs or departments and, in some instances, courses. The personnel, equipment, facilities and support effort associated with the conduct of the individual program can there be identified and related to the credit hours taught and/or degrees awarded as the result of the program. The resulting information will permit cost comparisons among programs within the individual institution and for the same program among institutions. A "higher cost" is not immediate proof of poor resource utilization but does draw administrators' attention and suggests further investigation into causes. Ultimately, the institution and the providers of its resources can have greater confidence in their knowledge about, i.e. ability to control, the results achieved when educational resources are put to use.

- The data collection instructions and formats used in this study are included in Volume II as Appendices B and C. To the maximum extent possible these were formulated to be consistent with the requirements of the Higher Education General Information Survey (HEGIS). While these formats will require intensive review and evaluation prior to the establishment of a management information system, we suggest that they serve as a useful starting point in the design of one component of such a system.

- Forecasts are generally available for the data elements included in the formats used in this study, though several institutions indicated forecasts could not be provided. These forecasts were prepared individually by the institutions using unspecified techniques, some undoubtedly more refined than others. Coordinated statewide planning requires regular forecasts of operating data from all institutions. A uniform forecasting procedure, developed cooperatively with the institutions and observed by all, will yield more consistent and valid forecasts for planning purposes.

- A management information system must meet the data requirements of an on-going, statewide planning effort by identifying the magnitude and locations of educational needs, both in time and by type. The companion study to this one has addressed the question of present and future needs by drawing together a wide variety of quantitative and qualitative data from numerous sources. These data were frequently not gathered for the purpose which led us to them, nor were they coordinated to assure comparability or internal consistency. Educational planning requires data periodically from students, parents, counselors, employers, economic planners, and others. These data must be in a format designed to yield assessments of student and parental aspirations and counselors' evaluation of students' potential, which will be conceptually comparable with employer's and planner's projections of requirements.

- Together with assessment of educational needs, planning requires up-to-date information on the educational resources available and in use. These resources include faculty, administrators, support personnel, net fund balances, facilities, and on-going intra- and inter-institutional programs. These have been established with care in the current study for the present, but must be maintained. Comparability in data from public and private institutions must be assured. An inventory of resources can be established with objectivity, but the evaluation of the capability of those resources to support educational efforts requires the application of standards, which inevitably entails a degree of subjectivity. This must be recognized early in the shared efforts to design an information system, by the prospective providers and users of the information. Such standards include student/faculty ratio, support personnel/faculty ratio, administrator/faculty and administrator/student ratios, space/student ratio, library resources and services/student ratios, and tuition/educational expense ratio.

- A management information system must include provisions for gathering data needed for evaluation of the educational efforts in the state. For this purpose, formats must be developed to gather regular information from alumni and in-state employers. The alumni should be asked to provide their place of residence, occupation, employer, and current educational activity at the time of reporting. Maintenance of a representative scientifically selected panel of alumni, with substitutions as necessary, will yield evidence through time of the benefits to Connecticut of the state's educational investments. Employers should be asked to report periodically on the educational backgrounds (location and subjects of specialization) of newly hired employees, providing thereby another perspective on the extent to which the state benefits from its educational investment.

- The components of a management information system must be designed in a coordinated effort involving all parties in interest, recognizing the needs of all users, expressed in terms of detail, frequency, and speed of data availability. These needs must be compared with the cost to the institutions (who are also users) and other suppliers of data to provide the information. The design effort must insure that the sub-systems employ identical or compatible data element definitions and units of measure. The structure of existing information systems, in individual institutions or groupings of institutions, must be investigated to insure maximum use of their potential and minimum disturbance of established procedures consistent with requirements of a uniform state-wide system. The definition of data elements for the uniform system must be acceptable by and operational in the participating institutions. The codes, field formats, and file structures of established systems must permit generation of required outputs, through interface programs if necessary. Unless these requirements are recognized and adhered to in the design effort, the result may be elegant in concept but unworkable in practice.

IV. We recommend that the Commission for Higher Education take the initiative in encouraging planning efforts among groups of institutions, public and independent, leading to the formation of consortia or joint cooperative efforts.

The merits of such consortia have been detailed in a following chapter on inter-institutional cooperation and in Chapter I of the companion report. The present recommendation is intended to stress the importance of the idea that private institutions are full partners in such arrangements. A number of independent institutions express the view that they have been overlooked in the development of public higher education in their area. The advent of a consortium with Commission support may be seen as a continuation of this process unless explicit efforts are made to bring them into the activities of the group from the beginning.

V. We recommend to the Commission for Higher Education for its further consideration the following mechanisms available for assisting independent higher educational institutions.

- Payment of negotiated sums in lieu of real estate taxes to the communities in which independent institutions are located;
- Guaranteeing by the state of bonds issued by institutions to finance construction;
- Payment by the state of interest on bonds issued by the institutions to finance construction of non-income producing buildings;
- Pooling the purchasing of standardized materials by institutions with state purchasing to gain benefits of quantity purchases, quality control, and assured supply;
- In the event a state income tax is adopted, providing for deduction of tuition payments to independent institutions in calculating taxes owed by the student or his family.

CHAPTER II

FEDERAL AND STATE GOVERNMENTS AND PRIVATE HIGHER EDUCATION

INTRODUCTION

The demand for higher education has been growing at an unprecedented rate across the nation. The expansion and development of universities, community colleges, and professional schools indicate a vast national effort to achieve a level of total higher education capability comparable to our national ambitions. Thoughtful Americans are aware of the immense challenge faced by our colleges and universities in terms of sheer numbers of students to be accommodated. A little over 10 years ago, high schools in the United States graduated 1.5 million young Americans and the most recent statistics indicate that figure has more than doubled. But the mushrooming number of students who are looking to our institutions of higher education to provide a variety of post secondary educational opportunities is still the relatively simpler aspect of the challenge. A key to the kind of planning and effort that must be expended in guiding the growth of higher education is that the complexity of material that must be taught in higher educational institutions is growing even more rapidly than the number of those to be taught. It has been estimated that the total body of human knowledge now doubles every 15 years. Obviously, the expansion and growth of higher education is not just a question of merely adding facilities or teachers to accommodate the ever-growing number of students. It involves the much more difficult task of building a total education system that has the on-going strength and flexibility to produce graduates better prepared to face the challenge of their own futures. Moreover, it involves pushing forward the frontier of knowledge itself and developing and perfecting new approaches to education that keep pace with the complexity of that knowledge.

A. THE FEDERAL GOVERNMENT AND PRIVATE HIGHER EDUCATION

Prior to the second quarter of this century, direct and/or indirect Federal assistance to private colleges and universities was relatively rare. Since 1935, however, the steady increase of Federal aid to private higher education has been motivated apparently more by temporary economic conditions than by a purposeful plan to support institutions of private higher education or directly assist students who attend them. The first major Federal program specifically designed to assist individual students was sponsored from 1935-1943 by the National Youth Administration and as such was the first major program of indirect aid to private colleges and universities. The Serviceman's Rehabilitation Act of 1944, the first G.I. Bill, also made payments to individual students, although the institutions attended by the students were again the indirect recipients of Federal funds. Public Law 550, the Korean War G.I. Bill, and the Housing and Home Finance Agency (established in 1950 to provide long-term loans to all colleges for the construction of dormitories) were the first forms of direct aid to non-public higher educational institutions.[1]

Related directly to the Federal government's concern for national defense, aid to private colleges and universities in the form of special grants, research contracts, and equipment and supplies has increased rapidly since the 1950's. Such aid from the Department of Defense, the Atomic Energy Commission, the National Institute of Health, the National Aeronautic and Space Administration, the National Science Foundation, the Office of Education, the Department of Agriculture, and the Office of Economic Opportunity, has become to a select population of private colleges and universities a national source of operating income.[2]

While various forms of Federal legislation have continued to provide indirect aid to private colleges and universities, the last 15 years have shown a marked tendency for assistance to be awarded directly to the institutions themselves. The National Defense Education Act of 1958, for example, and its amendments make provisions for the inclusion of private institutions under the terms of the legislation. The Higher Education Facilities Act of 1963 also provides direct assistance in the form of grants and loans to private institutions, and several titles of the Higher Education Act of 1965 provide for direct aid to private colleges and universities as well.

Federal legislation from the mid-fifties has tended to treat all public, private/independent, and sectarian colleges and universities (chartered by the various states to grant academic degrees and accredited as liberal arts colleges) as equals in matters of direct or indirect assistance through Federal grants, loans, and contracts.

Whenever reference has been made to higher educational institutions, the terms "private" and "sectarian" have been completely avoided, and all colleges and universities were referred to simply as "institutions of higher learning." The only reference that suggests a distinction is in the Academic Facilities Act, where funds may not be used to build facilities for "sectarian institutions," for "religious worship," or in connection with "a department of religion or divinity." A similar statement appears in the Higher Education Act of 1965.

Those who oppose governmental assistancy programs which include private institutions have argued that aid to private and religiously affiliated educational institutions violates the First Amendment of the Federal Constitution, forbidding Congress to pass laws respecting the aid or establishment of religion and the Fourteenth Amendment extending this prohibition to all the states. On the other hand, those who press for greater cooperation between government and private educational institutions point out that "absolutist" thinking on the question of separation of church and state has little historical basis; that for almost a century after the founding of our nation the "absolute separation" doctrine was unknown to American constitutional law. Even the phrase "separation of church and state" does not appear until an 1879 Supreme Court decision and only then to rule that a person's religious beliefs do not exempt him from an enactment of Congress making polygamy a crime.

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[1] Brubacher, John N., and Willis, Rudy: Higher Education in Transition, An American History: 1636-1956; New York, Harper and Brothers, Publishers; 1958; pp. 227-229.

[2] Chambers, M. M.: Financing Higher Education; Washington, D.C., The Center for Applied Research in Education, Inc., 1963; pp. 54-55.

In cases dealing with private and sectarian educational institutions, the United States Supreme Court has had more to say about elementary and secondary levels of education than of colleges and universities. The court has been generally liberal in its interpretation of the establishment clause of the First Amendment in litigation involving Federal aid to private and sectarian institutions of higher education. Yet the Court's decisions in recent years have direct bearing upon the First Amendment problem regarding higher educational private and sectarian institutions. In the last twenty-five years the Supreme Court has insisted on maintaining "a wall of separation between church and state" but it has gradually tended to follow a varying course in applying the rule to specific situations. In the case of Everson v. Board of Education (330, U. S. No. 1 [1947]), the Supreme Court upheld the constitutionality of the State of New Jersey's providing for the funds to transport children to parochial schools. In doing so, the Court established the "child benefit theory" which has come to mean that the health, safety, and general benefit of the child serves a civic and not a private or sectarian purpose. While the Supreme Court struck down the use of public school facilities for religious classes in the case of McCollum v. Board of Education (33, U. S. No. 203[1948]), it upheld the constitutionality of releasing students from public schools for religious purposes in the case of Zorach v. Clauson (343, U. S. No. 306[1952]). In its Zorach decision, the Supreme Court established the theory that while church and state should be separated, it is not an absolute prohibition against every conceivable situation where the two may work together. In 1963, the Supreme Court, citing its own prior decision in Everson, which upheld publicly financed bussing for parochial school children, specified that if a piece of legislation serves "a singular legislative purpose" and has a "primary effect that neither advances nor inhibits religion" the legislation does not violate church-state separation and is constitutionally acceptable.[3] These decisions of the United States Supreme Court have provided the historical setting within which to view recent Federal legislative programs. The growing tendency for Congress to treat public, private, independent, and sectarian colleges and universities on an equal footing, however, is not without opposition. Those who oppose any Federal aid to private and sectarian colleges have been unable until recently to challenge Federal legislation in the courts. Based on its 1923 decision in the case of Massachusetts vs. Mellon, the Supreme Court ruled that Federal taxpayers lack standing in court to challenge expenditures of United States funds. That ruling was reversed in 1969, however, and the taxpayer now has standing to sue the Federal government.

In Horace Mann League v. Board of Public Works, (1966), the Maryland Court of Appeals held that the constitutionality of direct construction grants under the establishment clause of the Federal Constitution was dependent on whether the recipient institution was "sectarian." The Supreme Court of the United States turned down the subsequent appeal to review that ruling and in so doing allowed the lower court decision to stand as precedent. The Supreme Court has agreed, however, to decide in the 1971 session whether Federal construction grants may be made to church-related colleges and universities.

The Court will hear an appeal by the Connecticut Civil Liberties Union and the American Jewish Congress challenging grants to four Roman Catholic colleges (Sacred Heart University, Annhurst College, Fairfield University, and Albertus Magnus College) under the Higher Education Facilities Act of 1963. The appeal contends that the Act does not authorize grants to religious schools or, if it does, it violates the First Amendment prohibition of establishment of a religion.

A three-judge Federal court ruled in March, 1970, that the Act does authorize grants for academic buildings at church related colleges and universities, but specifically bars the use of Federal funds for religious facilities at these colleges. The high court will decide whether constitutionality is determined by the recipient of the funds or by the use for which they are expended. The decision will no doubt have national significance as a benchmark for further Federal and State legislation affecting independent, sectarian institutions.

B. THE STATES AND PRIVATE HIGHER EDUCATION

While the United States Supreme Court has been liberal in its interpretation of the "establishment" clause of the First Amendment in litigation involving governmental aid to private and sectarian institutions of higher education, explicit prohibitions in some state constitutions and a tendency to tighten the interpretation of these restrictions has made the role of the state vis-a-vis private higher education a rather limited one. The constitutions of some 47 states contain sections forbidding in various forms, direct appropriations of tax funds to institutions that are privately controlled or are under some kind of sectarian, religious control.[4]

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[3] Ball, William B., "Church and State: The Absolutist Crusade," Saturday Review, January 21, 1967, Page 3.

[4] Chambers, M. M., The Colleges and the Courts Since 1950, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1964, pp. 185-186.

Only Maryland, Pennsylvania, and Vermont continue to make regular annual legislative appropriations directly to private institutions,[5] and Maryland and Vermont are the only two states not having any specific constitutional provision barring the use of tax funds--direct or indirect--for schools controlled by religious organizations.[6]

State plans and/or programs designed to assist private higher education vary widely and cover a very broad spectrum of effort. The most frequently employed technique is some form of a state scholarship grant. Because these scholarship programs of assistance are primarily designed to benefit the individual student, experience in other states -- especially in New York -- has shown that when aid is granted to students there is no significant aid "spillover" to the institution attended by that student. At the other end of the spectrum, there are some very limited examples of state financial assistance being directly distributed to private higher educational institutions.

In at least 36 states, direct and indirect arrangements with private institutions have included the following:

1. Scholar Incentive Grants: This program was instituted in New York partly as an indirect assistance move. Private institutions were encouraged to increase their tuition in an amount equal to the amount awarded to New York residents enrolled in a full-time college program.

   It was expected that the institution would then benefit from the increased revenue without having collected any funds directly from the state. The Select Committee for the Future of Private and Independent Higher Education discovered that, despite the indirect intent of the grants, the private institutions had not raised their charges to enable them to enjoy any real benefits from the program. The institutions reported that increased tuition would risk further enrollment losses with more students matriculating at the public universities or seeking educational opportunities outside the state.

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[5] Chambers, M. M., The Colleges and the Courts Since 1950, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1964, p. 186.

[6] Robison, Joseph B., "Summary and Analysis of the Maryland Court of Appeals' Decision on State Aid to Church Colleges: Horace Mann League vs. Board of Public Works of Maryland," A Journal of Church and State, VIII, No. 3 (Autumn, 1966), pp. 408 and 409.

2. Income Tax Credit: There has been some attempt to encourage individuals and corporations to contribute more regularly to private colleges and universities by allowing them to subtract a percentage of their gift from their net state income tax due after all deductions from gross income have been calculated. While numerous proposals have been offered, Indiana is the only state to have instituted such a program.

3. Tuition Equalization Plan: Private institutions have claimed that the "tuition gap" between public and private colleges and universities has been the primary cause of declining enrollments in the private sector. Assuming the whole or partial truth of that allegation, the problem has been approached in at least two ways--both of which would seem to provide some assistance to the private colleges.

    a. Tuition in the public sector is increased until it is comparable to that charged at private institutions. The additional expense then incurred by students attending public facilities is met by the state through scholarships granted to individual students. Conversely, the private institutions can be asked to reduce their tuition so that it is comparable to that charged in the public institutions. The state then makes up the difference in the form of a per student grant directly in the institution. Where constitutional restrictions prevent direct payment to a college, it has been suggested that the student be granted a voucher equal to the difference between the original and the new tuition. This approach, somewhat modified, has been employed in the Commonwealth of Pennsylvania. Temple University and the University of Pittsburgh were asked to lower their tuition charges for Pennsylvania students so that they would be the same as those at "public-related" Pennsylvania State University. Differential grants were then made directly to the institutions. Michigan and Wisconsin have authorized tuition grant programs designed to reduce partially the tuition gap between the public and private sectors. Repeated efforts in Ohio to get a similar plan through the legislature have not been successful to date.

b. A more extreme form of tuition or cost equalization program suggested in some studies is based on a cost per student formula. Every eligible student receives a voucher from the state in an amount equal to the difference between the full cost of an education at a state institution and the actual tuition charged in the public system. The voucher could then be used at any accredited institution in the state, including those in the private sector. Theoretically, this procedure is equivalent to the state giving every private institution a direct grant towards the cost of its operations, circumventing at the same time possible legal problems accompanying direct grants. The state is technically financing a student rather than a specific institution.

   Several difficulties seem to be attached to a program of this kind, however, none of which should be ignored if a plan of this type were to be developed. The greatest problem seems to be one of definition. An institution cannot calculate the entire cost of educating one student without including a consideration of capital expenditures and auxiliary enterprises as well as instructional and operating costs. Obviously, calculations based on the dollar value of educating an English major cannot be assumed equally valid for the cost of educating a science major. An attempt to average these costs has been equally unsatisfactory and open to challenge.

   Another important consideration cited by the "cost of education" critics is based on the wide variation in costs even among several colleges within the same public system. Quality and variety of program, calibre of faculty and staff, size and location of the schools are among the variables noted which make it difficult to arrive at one figure satisfactory to all the parties at interest.

4. Contractual Agreements: At present, contracts between the state and private higher educational institutions are more frequently arranged with selected private graduate and professional schools to train personnel in fields where manpower shortages exist. There is an increasing number of undergraduate institutions, however, where the possibility for similar arrangements are being tested or developed. Specific standards and terms of institutional eligibility are set forth by an appropriate state agency for such financial assistance. Certain constitutional objections

to this program are dealt with by demonstrating--in the case of church-related institutions--that the state is not giving aid in violation of state or federal constitutional restrictions but is only paying for services vitally needed by the public. The Tilton et.al. vs. Richardson et.al. now pending in the U. S. Supreme Court could have important precedential value in the manner in which state and federal agencies will deal with this alternative in the future. The contractual plan has been found particularly appropriate for medical and dental schools which often depend on large state subsidies for their economic survival. Various forms of contractual arrangements of this type are now in effect in several states.

5. Categorical Aid: As a method of restricting the expenditures of direct and unqualified state aid, funds can be allocated for specific projects or functions only. These have included:

   a. Facilities Support: The state builds or equips libraries, computer centers, educational television stations, etc., at a college or university as a community project to serve a community need. Where facilities are already in operation at a university, the state can provide an incentive for improvement by reimbursing the institution for expenditures on new books, materials, or equipment up to an established maximum, provided the institution is willing to share its facilities with other institutions or community agencies.

   b. Faculty Salaries and/or Fellowships: The state awards a faculty member a fellowship with a stipend equal to the current annual salary of that faculty member. In this way the staff member's salary would be available to the institution for other purposes. The "distinguished professorship" program in New York State is an example of an arrangement of this type. By accident or design, most of the awards went to staff members at private institutions.

   c. Welfare Programs: The state absorbs the costs currently borne by the private institution and/or faculty member for such items as contributions to pension plans, hospitalization and life insurance premiums, and professional association dues.

   d. Interest on Construction Costs: It has been suggested that the state could alleviate a heavy institutional financial burden by paying the interest charges on non-income producing structures by assuming these charges directly or through a Facilities Authority.

e. Matching Funds: Several programs involving Federal funds require that the institution contribute a certain percentage of the total cost of the program, e.g., NDEA Loan Fund--90% Federal money, 10% institutional funds. Several studies indicate it would be helpful to the private institutions if the state absorbs that portion to be borne by the college or university.

f. Matching Private Contributions: In order to encourage the continued support of private donors, the state could offer to match dollar for dollar the amount of private contributions made to private institutions.

g. Municipal Services: The state could absorb the cost of all services such as fire, police, and sanitation, which the institution must pay directly or indirectly. Where a private institution receives these benfits under a tax-free arrangement with the city or town, the state could reimburse the city and thereby reduce the criticism that the college is a burden on the municipality.

6. Inter-Institutional Cooperation: Many programs are often economically more feasible if colleges jointly establish and manage them. In some states, grants are suggested to finance projects encouraging such activities. In cases where it might be legally difficult to aid sectarian institutions directly or indirectly, the state would be in the position of giving monies to a secular institution or agency with the proviso that it be used only for interinstitutional programs where--if appropriate--one of the parties could be a church related college. The State of Vermont College of Medicine, a private non-sectarian hospital, and a Catholic hospital pooled their talents and resources in developing the largest non-denominational medical center in the state.

7. Direct Aid: Under the direct aid system, funds are appropriated to the college on a lump-sum basis to be used for whatever purpose the institution chooses. It is the antithesis of "indirect" assistance programs. The institution is the direct beneficiary. Because of statutory and constitutional restrictions in most states prohibiting direct aid, the number of grants is limited. Major programs are found only in two states, Pennsylvania and Maryland.

The several forms of direct and indirect assistance listed above are either currently in effect or under consideration in some states. While these programs do not cover every possible means of assisting private colleges and universities, they do represent the planning and direction in which most state agencies are moving.

C. INDEPENDENT HIGHER EDUCATION IN CONNECTICUT

Historically, the state of Connecticut has provided higher educational opportunities for the youths of the state through a combination of public and private institutions. This partnership of the public and private sectors in a shared responsibility for meeting higher educational needs in the state is one of Connecticut's significant strengths. Having established a pattern of cooperation and balance between privately and publicly supported institutions, the state is able to build from a position of established strength. In moving forward to meet the enormous challenge of the years ahead, however, Connecticut must realistically plan for the optimal use of all of its resources--public and private--in responding to the higher educational needs of its citizens.

In many respects, the public and private sectors of higher education are similar. The quality and range of educational offerings in the public institutions have increased significantly, and at the same time, programs in the private institutions have become broader and directed to a larger and more broadly representative constituency. In this sense, private institutions are "public" because they too serve the interests and needs of the public and share in an overall responsibility for the public good.

While there are certain parallels between the public and private sectors in higher education, there are significant differences between the two as well as differences among the independent institutions themselves. These differences contribute substantially to the highly desirable diversification of higher educational opportunity in the state. In Connecticut four basic variables seem to distinguish independent from public institutions: revenue source; limited external control of policies, regulations, and procedures; limited external budgetary review and accountability; and, in some cases denominational affiliation.

Among the independent institutions themselves there are differences in size, outlook and resources. The seventeen institutions report 34,148 full-time students enrolled in 1970-71, ranging from 8,927 at Yale to 190 at the Hartford College for Women. In addition, more than 14,000 persons attend these seventeen institutions as part-time students, raising total enrollment on a full-time equivalent basis to 40,000. The University of Hartford serves over 5,000 of these part-time students, the University almost 4,000, University of New Haven 2,400 and Fairfield and Quinnipiac each serve over 1,000. The full-time faculties of the seventeen institutions included 2,544 members in 1970-71, with more than 1,000 persons teaching on a part-time basis in addition. The full-time faculties range from 824 at Yale to five at the Hartford College for Women. The Universities of Hartford, Bridgeport and New Haven each employ over 200 part-time faculty members.

In 1969-70 the seventeen institutions report current receipts just balancing expenditures of $209 million. Nine institutions report realizing a financial surplus from current operations (all financial transactions exclusive of income and expenditures related to endowment and capital investment). These surpluses totalled $2.2 million, ranging from $4,000 at the University of Bridgeport to $836,000 at the University of Hartford. The eight institutions reporting deficits totalling $7.5 million range from St. Joseph's College with a deficit of $21,000 to Wesleyan with a deficit of $4.8 million. Wesleyan and Yale, with a $1.8 million deficit, balanced their books by transferring the necessary amounts from endowment appreciation to current income. This is possible only if a substantial endowment exists and adequate appreciation in its market value occurs when required. Neither is a condition, however, which can be relied upon to finance deficits regularly at any institution. Except for Yale and Wesleyan, the institutions depend upon tuition as the principal source of income to finance their operations, with gifts and grants contributing only slightly to current operation costs. All the institutions have increased tuition charges rapidly in recent years.

Apart from monies received through Public Act #627 and in contrast with the direct state support of its public institutions, independent colleges and universities must appeal to sources of revenue on which they have no legal claim and, in fact, compete with the public sector in their efforts to obtain any revenue from sources other than the state. The costs of faculty salaries, of construction and maintenance, of new programs and services, of student aid are outstripping income from tuition and other sources. At the same time a tight general economy, decreasing federal aid, and alumni donations have further aggravated a serious crisis. Without new sources of revenue and/or alternative modes of assistance and support, it appears that operating deficits in the independent sector will continue to mount and the financial condition of certain institutions may deteriorate seriously. Some indeed may remain solvent in the short term by bolstering enrollment and continuing to raise tuition charges gradually, mounting fund raising drives, searching more intensively for additional donations and grants from private and corporate sources, while attempting to keep costs down by holding the size of the administrative staff and faculty constant. An examination of the data detailed later in this report, however, raises grave question as to whether that solvency is possible over the long term without seriously compromising the quality of their operations.

Despite the general consenses that the private sector of higher education should be maintained, the agreement is often more philosophic than realistic. A variety of factors, including public policy, is significantly reducing the role and relative effectiveness of the independent sector. To decide whether Connecticut should continue to have a vital and actively contributing independent sector or whether it should encourage a virtual state monopoly in higher education is a major policy decision. That policy decision must be based on the understanding of strengths and limitations as well as the role, purpose, and function of the independent sector in state higher educational planning. It must be governed by the scope of the educational task ahead and based on a knowledge of the present contributions and role of the independent sector. The recommendations of the preceding chapter backed up by subsequent data are supportive of our conviction that there is a significant public purpose to be served by the independent sector in responding to the present and future state higher educational needs.

The independent sector represents an existing, valuable resource by which some of the present emerging higher educational needs of Connecticut residents can and should be met. Our data indicate that the independent institutions in Connecticut are performing or could perform some or all of the following educational functions, which have public significance:

- As indicated by enrollments, both full-time and part-time private colleges and universities are providing educational programs which, if they did not exist, would require significant expansion of programs and facilities in the public institutions.

- To the extent that capacity in some of the existing private institutions is underutilized -- currently over 5,000 nonresidential student spaces are available -- they could accommodate an increase in the number of their students at a somewhat lower cost than might be the case if new staff and facilities were required to accommodate the same students at public institutions. While 12 percent of high school seniors participating in the survey conducted for the companion study say their first choice for college level education is one of the independent Connecticut institutions, only 7 percent expect to attend there. Some of these 5,000 spaces could be filled by the 5 percent of students who say they will be unable to attend without assistance.

- While programs in the private sector may or may not have been innovative in the past, relative freedom from external control of policies, regulations, and procedures suggest that independent institutions represent a resource for launching experimental programs designed to meet existing educational needs in new ways and for developing new approaches to deal with the complexity of needs.

- As the proportion of its citizens seeking post-secondary education increases and becomes more heterogeneous, it seems likely that the state will require considerable and probably further diversification in higher educational programs and opportunities in order to meet the growing demand and respond to it effectively. Public assistance to the private sector in higher education might be designed to contribute to and further develop institutional pluralism, which encourages the diversity, creative leadership, and thoughtful and coordinated experimentation required to serve the increasingly complex and multivaried educational needs in the state.

All higher education whether supported by public or private sources has a public service function. It helps to train the manpower serving the total needs of the people of Connecticut by educating students who are going into nearly all occupations and professions. It channels huge sums of private funds, which would otherwise not be available for that purpose, into higher education. But in addition to the quantifiable financial and educational contributions the independent sector makes to higher education in the state, private colleges and universities also make other inputs which cannot be measured in figures or dollars. That contribution, however, is no less real because it is intangible and difficult to define. Independent institutions add greatly to the total quality of higher education by offering variety, diversity, and freedom of choice necessary in a pluralistic society if the American dream is to have substance and if diversity is truly regarded as an enriching component of unity. The range of choice is greater than just between public and private sectors. It is found as well within the range of all the possibilities actually or potentially provided by the private sector itself as the following several chapters will show. By its existence the independent sector guarantees the students shall have a choice in the kind of education they receive, that private enterprise and philanthropy shall have a choice in the kind of education they sponsor and support, and that faculties shall have a choice in the kind of system in which they teach. It also adds greatly to the cultural, social, and educational life and level of the state. In addition, many of the private colleges and universities contribute to the whole fabric of society a special quality, character, and style of life because many of them are operated under educational philosophies concerned with the wholeness of life and its value systems rather than just with the academic aspects of it. Their educational aims and purposes are not directed solely toward meeting social needs as they exist, nor to developing values by consensus, but toward giving society a set of positive values which have meaning and relevance in terms of developing strategies to resolve many of the pressing social dilemmas faced throughout our nation today.

The public and private sectors of higher education share many common goals. There are strengths in both sectors; there are limitations as well. The challenge to Connecticut is to find ways to minimize those limitations by maximizing the strengths through the mutual advantages each gives to the other. We are no longer living in a world where tax-supported collegiate systems are small weak partners of the well established, well endowed private colleges and universities. The balance of numbers and financial resources of Connecticut has benefitted greatly from the presence of strong, independent colleges and universities. The facts convince us that it is in the long-run social, economic, and cultural interests of its citizens for the state of Connecticut to assume more direct responsibility for the continued viability of these valuable resources.

CHAPTER III

INSTITUTIONAL OBJECTIVES, PROGRAMS, AND PLANS

INTRODUCTION

The seventeen private higher educational institutions included in the scope of this study are highly diverse in almost every respect. There are differences in purpose, objectives, governance, and management as well as in size and quality of faculty, student body, programs, physical facilities and degree of commitment to the higher educational needs of Connecticut. Many of these differences among the institutions are quantifiable with detailed and documented evidence as subsequent chapters and Appendix D in Volume II will indicate. There are others, however, that are more subtle and resist tabulation and comparison. This chapter deals with some of those differences. Our data were gathered primarily through the use of an interview guide (distributed to the presidents or their designates of the seventeen institutions) and subsequent extensive interviews with chief administrative officers and their staff. The extant documentation (catalogues, official policy statement, etc.) was carefully examined as well. The officers and staff of the Connecticut Conference of Independent Colleges also provided valuable support and assistance in this task.

The chapter has been developed around three basic foci, viz., institutional purpose and objectives; distinctively unique or innovative programs cited by the private institutions as part of their offerings; and immediate and longer term plans for development and growth or consolidation within the context of identified critical problems or needs.

A. STATEMENTS OF PURPOSE AND OBJECTIVES

We are convinced that a statement of institutional purpose supported by a thoughtfully developed statement of institutional objectives provides a valuable framework to review and evaluate existing programs and plan new educational approaches. A written description of purpose, however, becomes useful in the planning sense only when the institution translates its particular reason for being into intermediate and long-range objectives that are reasonably specific and well defined in terms of importance and timing. These specific institutional objectives provide a basis for determining institutional priorities and a focus for decisions that marshal the human, physical, and technological resources of the institution around those priorities.

From our review of the data derived both from interviews with their chief administrative officers and an examination of extant documentation, it seems that clarity of purpose and objectives does not characterize all seventeen of the institutions studied. For some, institutional purpose is definitive and carefully supported by precise and cogently stated objectives. Others described their institutional purpose in reasonably specific terms--they know generally what kinds of institutions they are or hope to be; they can identify their clientele; and they can locate their strengths and limitations--but they have not translated that purpose into well defined planning objectives. Still others have not formulated any written statement of purpose or objectives at all and apparently consider their development as a superfluous exercise.

Eight institutions reported that they are currently in the process of reexamining and reassessing their purpose and objectives, and three of those eight consider themselves in an "institutional identity crisis," without any clear or firm guidelines for future planning. There is an urgent need on the part of these private institutions to identify a place and role for themselves within the total higher educational task in Connecticut. Reasons commonly cited for their present "insecurity" were:

- Lack of stability in state planning;
- Education market is being saturated at the undergraduate level by public colleges;
- Higher educational needs of the state have not been identified yet, and the response to implied need is not coordinated in both the public and private sectors;
- The creation of new public institutions in search of students and programs in locations where private institutions have built up the market results in unnecessary and expensive duplication of programs with both the public and private sectors competing for the same students;
- Internal conflict as to growth directions (e.g. liberal arts vs. vocational programs);
- Very little cooperative planning among institutions or coordinative direction from the Commission.

It is our belief that no institution committed primarily to serve the residents of the state should develop its purpose and objectives in isolation from the broader academic context in which it finds itself. Otherwise an institution's objectives--as is the case with at least five of the private colleges--become reactive to ad hoc situations rather than stable guidelines for further development integrated within the broader context of state planning. The whole task of higher education in Connecticut is at issue, and each independent institution in conjunction with the Commission, the public institutions, and one another should carefully examine how each fits into that collective responsibility. Obviously, statements of purpose and supporting objectives cannot be expected to resolve specific issues (e.g. a particular mode of teaching or whether to become coeducational or what courses should be offered or eliminated), but once developed, they provide a useful context within which to consider and resolve these issues. It is precisely in the process of identifying purpose and objectives that each institution identifies special characteristics distinguishing it from other independent and public institutions of higher learning in the State and determines its unique contribution to higher education in Connecticut. The translation of purpose into action programs demonstrates to the total university community as well as to the institution's external constituency that its statement of purpose and its goals have real meaning in the light of Connecticut's higher educational needs. We believe that these basic questions of self appraisal demand even further attention from both the Commission and the private institutions.

B. PROGRAMS AND SERVICES

Administrative personnel at each of the seventeen institutions studied were asked to cite the programs, courses, and/or services offered which they considered innovative, experimental, or unique within Connecticut or within the region served by the institution. The following are drawn from that list and are coupled with additional characteristics cited as further distinguishing each institution.

1. ALBERTUS MAGNUS COLLEGE

Program/Course/Service	
• Celebration Arts Seminar	A workshop exploring the celebrations of man the maker of feasts and rituals who responds to life through art. It develops perspectives on celebration through history, psychology, theology; the present-day rediscovery of celebration; sharing of insights with the college community through our own celebrations. This is the pivotal course in the art program integrating in a unique way the history of art with the making of art.
• World Music	A poly-media inventory of musical and other cultural effects.

Program/Course/Service

• Science and Ideas	An examination of basic concepts in physical science and their influence on man's ideas of the physical universe and on his intellectual and social environment.
• Psychophysics	An examination of the relations between some aspects of the physical world and some mental processes, with special reference to the sensory consequences of controlled physical stimulation (mechanical, electromagnetic, and chemical).

Additional Distinguishing Characteristics

- Location in New Haven on the mainline between Boston and New York City.
- A relatively small student body presents the possibility of developing closer bonds within the college community.

2. ANNHURST COLLEGE

Program/Course/Service

• Institute of English for International Students	A unique and innovative program involving three hours of English per day to prepare girls for further education at a U.S. college.
• Lithuanian Folk Festival	A unique arts festival performed annually in cooperation with Lithuanian community in Thompson.
• Cultural Center	The center houses at least 18 pianos which provides, as a minimum, one piano for every 20 students. The Art Department includes at least four drawing rooms, a gallery, and facilities for ceramics and jewelry making. The building also includes an Auditorium which seats 1018.
• Bombshelter	Annhurst is the location of the emergency headquarters for the Town of Woodstock in case of a nuclear attack. Food supplies and other

Program/Course/Service

	emergency equipment are stored at three sites around the campus.
• Health and Welfare Association	Ten towns in the Quinnibaug region provide field experience for sociology majors. They also sponsor community seminars at Annhurst on current social problems.
• School for Mentally Retarded	Annhurst provides the facilities and the teachers for the state school. The students are drawn from nearby towns.
• Young Artists Concerts	Performing talent is drawn from the Woodstock Area.

Additional Distinguishing Characteristics

- The school's rural setting and its isolated location in the Northeast corner of the state makes it an academic center for the area.
- As a small women's college with religious affiliation, it provides a specialized service.

3. CONNECTICUT COLLEGE

Program/Course/Service

Sciences:

- Marine Explorations
- Marine Botany
- Human Ecology
- Radiation Biology
- Electron Microscopy Program
- M.A. program in Psychology Arts
- Dance Department
- Seminar in Museum Theory and Administration

Program/Course/Service

- Studio Art Major
- National Theater Institute (Theater Studies)

Humanities:

- Chinese Department
- Asian Studies
- Urban Affairs
- American Studies
- Russian Studies

Non-Degree Programs:

- Return to College
- Summer School of Dance

Additional Distinguishing Characteristics

Although Connecticut College shares many characteristics with Trinity and Wesleyan, its history as a women's college gives it some institutional character of its own. Connecticut College is more directly committed to the arts, to teacher education, and to concern for the quality of residential living. A preponderance (nearly 80%) of its living quarters are single rooms; the institution has no large commitment to an athletic program; the campus area (670 acres) provides ample room for expansion--it includes a 250-acre arboretum and a large undeveloped area along the river.

4. FAIRFIELD UNIVERSITY

Program/Course/Service

• Religious Studies/Philosophy	The offerings are based on the premise that theology and philosophy are legitimate areas of knowledge and exploration and provide a unique opportunity to study value systems in depth.
• Service to Disadvantaged: FURST Program	Unique variation of Upward Bound--the five-year program guarantees

Program/Course/Service	
	college placement and scholarship assistance. It begins in the first year of high school.
• Service to Talented: CAPSULE	Three year high school/three year college; the preparatory school is located on the university campus.
• Graduate School of Corporate and Political Communication	
• Special education graduate program	
• American Studies program	
• Institute for Human Development	Emphasizes an experimental learning approach.
• Computer Center a. Regional Computing Center for the Bridgeport area. b. CAI Program.	

Additional Distinguishing Characteristics

- A liberal arts and sciences core curriculum is required of all.
- Church relatedness.
- Style of personal relationships--(some faculty live in the residence halls and provide general counseling availability).
- Advantage of scale; size allows flexibility of program.

5. HARTFORD COLLEGE FOR WOMEN

Program/Course/Service	
• Independent Study	Three week program for second year students--unusual for a junior college.

Program/Course/Service

• "Come-Lately" Program	25 to 30 year olds attend school part-time and earn the AA degree in four years instead of two.
• Lecture Series for Adult Women in the Community	Follows the Radcliffe example--provides opportunity for women whose families have grown up to get back into business world--school provides counseling and job placement.
• Quality of Faculty	Hartford College has only five resident instructors. The rest of the faculty are part-time professors whose principal appointments are elsewhere--Yale, Smith, Mt. Holyoke, Wesleyan, Connecticut College, Clark.

Additional Distinguishing Characteristics

- 90% of its graduates go on for a bachelor's degree.
- Non-residential college.

6. MITCHELL COLLEGE

Program/Course/Service

• Physical Education/Recreation Programs	One of the first in the country.
• Academic Rehabilitation program	Unique--operating for 20 years. The principal cooperating institutions are Lehigh and Colgate.

Additional Distinguishing Characteristics

- Better developed physical plant than any public or private two-year institution in the state.
- Total staff is involved in instructional program including all administrators.
- Every student has choice of job entry or academic transfer at par credit value at graduation.

7. POST JUNIOR COLLEGE

Program/Course/Service

• Legal Secretary	Innovative in the region (Naugatauk Valley--30 mile radius).
• Medical Secretary	Innovative in the region.
• Pre-Education	Unique and innovative in Connecticut.

- The following courses are not operative at present. They are being planned for introduction in September 1971, and the administrators interviewed indicated they will be unique and innovative.

  a) Educational Secretary
  b) International Secretary
  c) Recreation Leader
  d) Two-year course in Banking and Finance

Additional Distinguishing Characteristics

- A two-year, private, general-purpose, coeducational institution.
- Non-sectarian.
- Size and location.

8. QUINNIPIAC COLLEGE

Program/Course/Service

• Two- and Four-Year Allied Health Program	A unique, high-cost program federally funded requiring special facilities. It embraces a broad spectrum of allied health program offerings of good quality.

- Significant cooperation among the medical technology programs at the college, local hospitals, and Yale Medical School.
- Cooperation with University of Bridgeport, Fairfield University, and Sacred Heart University in developing programs in urban affairs (HECUS).

9. SACRED HEART UNIVERSITY

Program/Course/Service

• Reading Programs for classroom teachers in public schools	Courses conducted in one of the Bridgeport public schools provides

Program/Course/Service

	a realistic classroom situation with children present.
• An interdisciplinary major in mathematics and science designed to prepare teachers for middle schools.	This major is designed to assist the public and parochial schools in the Bridgeport area.

Additional Distinguishing Characteristics

- Emphasis on spiritual and moral values. The institution does not attempt to indoctrinate students or to provide a pietistic program, but it endeavors to provide a rational and academic approach to moral and spiritual issues.

- Considerable emphasis on individual attention and individual student development.

10. ST. JOSEPH COLLEGE

Program/Course/Service

• Gengras Center for Exceptional Children	Unique—a campus school for children with educable and trainable disabilities. It serves the greater Hartford community.
• Master's program in teaching for mothers	A three (instead of the usual two) year course scheduled around school children's hours to accommodate the family responsibilities of mothers.
• Art Collection	The college houses a valuable collection of over 2000 pieces of American art donated by a Hartford philanthropist.
• Intercollegiate Co-op Program	The program is in its second experimental year. The participating institutions are the University of Hartford, Trinity College, St. Joseph College, Hartford Theological Seminary, and RPI of Hartford. Students are permitted to cross-register in the courses offered at the other participating institutions. A common registrar is employed

Program/Course/Service

by all five participating institutions to facilitate the interchange of students among the member schools. As yet there is no interchange of funds. The intercollegiate program, however, vastly expands the range of course offerings available to students matriculated at St. Joseph College.

Additional Distinguishing Characteristics

- The institution enjoys an unusually close relationship to the Hartford Community. The Department of Special Education and the Gengras Center provide significant local service.
- The institution is a small women's college with a religious affiliation. Theological courses on a broad ecumenical basis are available, but not required of the students.

11. SILVERMINE COLLEGE OF ART

No data available at the time this report was written.

12. TRINITY COLLEGE

Program/Course/Service

- The institution enrolls students on an open semester basis.
- Students teach courses in the Trinity high school seminar program.
- Interdisciplinary majors are offered. Urban and environmental studies program. (Unique because it attempts to combine the two usually separate areas.)
- Five year program in engineering in cooperation with RPI. Cooperative program in Music with the University of Hartford.

Additional Distinguishing Characteristics

- Strong ties (though none legal) to the Episcopal Church.
- Trinity College is the only liberal arts college in a major city in Connecticut.

13. UNIVERSITY OF BRIDGEPORT

Program/Course/Service

• Industrial Design Engineering	Unique in both the state and the area.
• Dental Hygiene	Unique in the state.
• Nursing	Unique two year program.
• Specialization certificate in Education awarded in the sixth year between a master's and a doctorate program.	The specialization certificate is offered only at the University of Bridgeport or in conjunction with the University of Connecticut (Storrs).
• Program in Creative Arts	Unique in the Bridgeport area
• Graduate Nursing Education	Unique and innovative approach emphasizing the role of change in nursing education.

Additional Distinguishing Characteristics

- The location of the University in the southwest corner of the state.

14. UNIVERSITY OF HARTFORD

Program/Course/Service

• Master of Arts in Accounting	Degree is offered only by The University of Connecticut (Storrs) and the University of Hartford.
• Camp Talcott Mountain Science Center (Forestry)	
• Interactive Studies program	The program allows cross disciplinary, non-structured courses.
• Graduate program in public administration	
• University Scholar Program	As an innovative program, its primary purpose is to free the exceptionally promising student from traditional course and scheduled requirements so that he or she may:

Program/Course/Service	
	1) widen and deepen understanding of a special field of interest; 2) explore subject areas not represented in the regular curriculum; and 3) gain experience in original investigation, study, and the technique of productive work.
• Alumni Audit Program	It affords alumni the opportunity to take courses at no charge for professional improvement and cultural enrichment.
• Advance Enrollment Program	Unique insofar as it allows senior high school students the opportunity to take college level courses during the regular semester at no charge.
• Back to College Program	Innovative--individualized attention for adults who wish to return to college in order to complete degree requirements or to enrich educational backgrounds.
• The School of Education: Migrant Workers Program; Teacher Corps; courses for training paraprofessionals; courses for up-grading teachers' aides; junior internship year (instead of the usual practice teaching year).	For its size, the School of Education has an unusually wide range of programs serving the needs of inner city and disadvantaged children.
• "Up with People" Program	A unique, innovative, and experimental program. A group of faculty and students spend most of the academic year off campus and enjoy the cultural advantage of travel combined with college courses.
• Lincoln Institute	A program focusing on land reform and research.
• Hartt College of Music and Hartford Art School	Two permanent professional schools with a high proportion of graduates successful in "performing" careers.

Additional Distinguishing Characteristics

- Unique diversity of programs providing service to the greater Hartford community.

- Close involvement and continuing support of the leaders of the greater Hartford community in creating and sustaining the University of Hartford.

- The location of the institution provides a pleasant, uncrowded campus atmosphere but is situated only a few minutes from downtown Hartford.

- The nature of the school as a private institution as well as the fact that is is relatively new has enabled it to be more flexible and innovative. These two characteristics have enabled the institution to respond quickly to the needs of its students and the community.

- The cost analysis procedures used at the University have been considered by outside auditors to be more complete and detailed than those usually found in other colleges or universities.

15. UNIVERSITY OF NEW HAVEN

Program/Course/Service

• Law Enforcement	Over 400 law enforcement officers are currently enrolled. In addition there are approximately 100 undergraduates enrolled in the Law Enforcement Bachelor's degree program. The program also offers forensic science lab internships.
• Master of Science degree in Industrial Engineering	One of only two programs such offered in Connecticut.
• Transitional Studies Program	Program consists primarily of remedial courses geared to the needs of minority or disadvantaged students mostly from the New Haven area.

Additional Distinguishing Characteristics

- The institution is committed primarily to serve Connecticut residents. Approximately 95% of its day students and almost 100% of its evening division are residents of the state.

16. WESLEYAN UNIVERSITY

Program/Course/Service

- Social Studies and Letters
- Ethnomusicology
- Master of Arts in Teaching
- Master of Arts in Liberal Studies
- African American Institute
- Experimental Freshman Course integrating math, physics, and chemistry.
- Short courses taught by non-faculty members for six weeks focusing on current topics of interest in government and social issues.

Additional Distinguishing Characteristics

- Small classes
- Variety and diversity of offerings
- Numerous tutorials

17. YALE UNIVERSITY

Program/Course/Service

- Connecticut State Mental Health Center

Yale University is not primarily committed to serve the higher educational needs of Connecticut residents. Its location in New Haven has given the state a time honored and prestigious educational asset, but the institution is unquestionably national in character and influence. Consequently it is difficult to detect and measure the impact of the numerous programs, courses, or services offered at the university in terms of their direct benefit to Connecticut. The Mental Health Center

Program/Course/Service

was cited as a unique example of a contractual arrangement negotiated between a state department and a private university.

C. LONG-RANGE DEVELOPMENT PLANNING

Financial pressures and other critical problems and needs in higher education are forcing public and private institutions across the nation to review and appraise their present status and future directions. In response to direct inquiries about long-range planning, two schools (Wesleyan and University of Hartford) provided documentation while several others described ongoing efforts (Yale, Trinity, Post, Fairfield, Connecticut College, University of Bridgeport, University of New Haven). The data reported below focuses on critical problems and needs cited by chief administrative officers of the independent institutions of higher education in Connecticut. These problems and needs--most of them described as immediate and pressing--provide the context within which much of the developmental planning at the independent institutions is being done.

1. ALBERTUS MAGNUS COLLEGE

- Declining Student Enrollment

A definite pattern of declining enrollments is observable over the past several years with no sign of a trend reversal. It has led the institution to initiate plans for a possible conversion to coeducational status by 1975.

- Finances

Except for the substantial contributed services of the members of the Religious Order sponsoring and administering the institution, the college has practically no endowment, and for the first time in its history is operating at a deficit. Sources of other-than-tuitional income are few; business and industry traditionally do not give to women's colleges; and, federal funds have been cut back. The college is compelled to find other sources of income if it is to continue to operate.

- Curriculum Specialization

To offset the growing financial pressure, the college is exploring the possibility of using its physical and human resources "to specialize in a relevant and worthwhile educational task" without risking unnecessary duplication and course competition from other institutions. The college would welcome coordinative assistance from the Commission for Higher Education in matching and employing its own institutional resources with particular educational needs of the state.

2. ANNHURST COLLEGE

- Finances

Increasing costs and a $2.5 million debt underscore the urgency of broadening the income base of the college if it is to coninue to operate. The college is planning some alteration of course emphasis and a cutback on its offerings in teacher training. No facilities are planned beyond those already provided in a recently completed building program.

With tuition as its principal source of operating income, the institution is hard pressed to remain competitively priced with the other private colleges for women in the state. There are no plans underway for any increase in enrollment size or the possibility of conversion to coeducational status.

3. CONNECTICUT COLLEGE

- The most critical need cited was increased operating revenue to balance the budget.
- Two important capital needs are an expanded or new library building and additional recreational space for men, including new playing fields and probably a new field house or an extension to the present facilities,

4. FAIRFIELD UNIVERSITY

- Finances

There is a critical need for external financial assistance as well as for increased internal operating efficiency—particularly in the development of systematic accounting.

- Governance Issues

The institution must continue to deal with an evolving role clarification of its various constituencies (trustees, faculty, administration, students, alumni, etc.) in order to move ahead with vision and the support of its total community.

5. HARTFORD COLLEGE FOR WOMEN

- Finances

The college continues to experience increasing financial pressure. The budget has been increasing at approximately $20,000 annually without any significant increase in income. Public Act #627 proved to be of substantial benefit this year, especially as the school exceeded its quota.

- Construction of a New Resident Hall

At present Hartford College rents space from the Hartford Theological Seminary as a dormitory residence for about forty students. The college expects to lose this space in the near future and will consequently have to build its own dormitory to accommodate those students living beyond commuting distance from West Hartford.

- Enrollment Increases

A new classroom building is being planned to accommodate 400 additional students. The institution is concerned about doubling its present enrollment while continuing to maintain consistent quality in the student body. Because the college is almost totally dependent upon tuitional income, it is hoped that enrollment increases will cover rising operating costs. The possibility of conversion to coeducational status is currently under consideration as well. There are no plans for expansion to four year programs.

6. MITCHELL COLLEGE

- Stability in State Planning

A key administrator of the college expressed the opinion that, since the late 1950's, inclusion of the private colleges in state higher education planning has been only a formality, but they have rarely, if ever, been included in the implementation of any plan that has been developed. He noted that the location of a state technical college and a regional community college in the New London area without any mandated programmatic coordination and cost sharing has placed Mitchell College in an untenable competitive position with respect to program and students. The physical and social science courses were being conducted by Mitchell College in cooperation with local hospitals. Similar offerings by the community college was cited as an example of needless duplication of program. "The public community college" the administrator observed, "does not have an adequate facility to mount that program, while Mitchell College has the laboratories and equipment and stands ready to expand its existing program to two years provided some financial assistance is forthcoming."

- Institutional Stability

Uncoordinated planning at the state level was cited as a primary cause of a number of reactive changes at the college producing in its wake a strong sense of institutional instability among the faculty and students. That internal tension is complicated further by the "identity problem" typical of other junior colleges as well.

- Financial Support

Rising tuition charges have created a steady decline in student enrollment. Consequently, the institution cannot afford to maintain a full staff. A need was cited for a direct state subsidy if the college is to continue in operation. Expanded student scholarship programs are not sufficient to provide substantial institutional assistance.

7. POST JUNIOR COLLEGE

- Finances

Financial pressures and rising tuitional charges suggest the need to expand student financial aid funds and institutional endowment. The college is entering the second of two five year expansion programs and is borrowing funds (at commercial rates) to build a needed physical education complex and additional residence facilities to accommodate 350 to 400 new spaces within the next five years. The institution would like to construct a performing arts building as well as more dormitory facilities by 1980. At present the college is planning on expanding its alumni giving programs and will probably mount a professionally managed fund drive. No federal loans were drawn for construction of dormitories; federal grants were available for the construction of academic buildings.

- Curriculum Development

The college is planning to broaden its range of offerings to include paramedical and social service courses.

- Community Service Programs

In developing programs assisting hard core unemployed, the institution feels that it has resources that could be useful. Application for federal funds, however, was not approved at the state level on two occasions.

8. QUINNIPIAC COLLEGE

- Internal Governance Issues

There is need for further role clarification among the various constituencies in the college community.

- Finances

In its construction of new campus facilities, the institution has incurred a $5 million debt. A professional fund raising drive was generally unsuccessful, and the principal responsibility for raising funds is presently in the hands of the president.

- Clarification of Institutional Role and Identity

The institution is currently undergoing some identity conflict between those who feel the college should be more oriented to liberal arts programs and those who would prefer to see it emphasizing vocational programs. Present plans, however, are to phase out two year programs as soon as possible and expand graduate programs in existing subject areas.

9. SACRED HEART UNIVERSITY

- Finances

Sacred Heart University reports a critical need for financial assistance. Over the last eight years, the institution has raised its tuition from $750 to $1,300 per year and is still unable to cover costs. Private and commercial gifts are not substantial. There is an accumulated debt as the result of several years of deficit operation and a loan outstanding for the construction of a library. The campus and the buildings (other than the library) are leased from the Diocese of Bridgeport for $1 per year. The university cannot offer salaries competitive with those offered in the public sector. Increasing financial pressures have compelled the institution to raise its student faculty ratio, consolidate its curriculum offerings, and increase the size and number of lecture courses.

10. ST. JOSEPH COLLEGE

- Finances

Tuition increases have cut heavily into student enrollment. The college could double its current student population without significant additions or alterations in its physical plant. There is considerable reluctance to do this, however, and "compromise on the quality of the student applicant." The college has recently initiated a sustained drive to increase donations from private sources and plans to create an Office of Institutional Research, to concentrate on securing foundation and federal support. Expanding the intercollegiate cooperative program would enable curriculum consolidation in art and sociology and permit increased emphasis in chemistry, education, French, and philosophy.

- Competition from Public Colleges

It was reported that the rapid growth of tax supported public colleges--especially the community colleges—has made effective competition impossible for small two- and four-year institutions who depend on tuition and private giving as principal sources of income.

11. SILVERMINE COLLEGE OF ART

No information available at the time this report was written.

12. TRINITY COLLEGE

- Resolving Priority Questions

Respondents indicated that it is important for the college to reach consensus on institutional priorities and involve its various constituencies in the process.

- Growing Financial Problem

Increasing financial pressure is probably reflective of past inadequacies in management and long-term planning. It adds urgency to the need to set institutional priorities.

Trinity College is planning a $200,000 renovation of existing dining hall facilities during the summer of 1971 and is planning a $100,000 renovation of athletic facilities within the next year or two. No new buildings are being planned at present.

- Sensitivity to Evolving Needs and Ideas in Education

The college is anxious to recognize and respond to changing patterns in education, especially in the areas of interinstitutional innovation and community relationships. There are plans considering the possibility of offering a three year degree program, with a consequent change in the character and style of offerings leading to the degree. Allowance would be made for more participation by students in community and industry, taking fuller advantage of the institution's urban location. There is interest as well in developing a consortium arrangement at the graduate level with other institutions in the Hartford area.

13. UNIVERSITY OF BRIDGEPORT

- Clarifying Institutional Role

The institution has a major and urgent need to clarify its role internally in terms of direction and emphasis and externally in terms of its place in higher education in Connecticut.

- Financial Resources

The institution is in urgent need of funds for long-term financial stability. Tuition charges at the university have been rising steadily, and, in the opinion of those interviewed, the ceiling has been reached. As a private institution, it is difficult to alter the amount and/or sources of financial assistance and to introduce new sources of income. Some federal or state support seems imperative if the university is to survive as a private institution.

- Developing a Coherent Physical Plant

The university is concerned about developing a unified physical plant, identifying its resources, and then matching its present and future facilities to those educational resources and emerging educational needs. The new Center for Creative Arts will be finished in June 1971, and plans include a new library within a year.

14. UNIVERSITY OF HARTFORD

- Finances

Three areas of critical need relate specifically to library, faculty, and students. Adequate response to those needs is dependent on increased financial resources. The University of Hartford is in a severe financial bind. More than 80 percent of the university's income is derived from tuition and fees. Continuing increases in annual operating costs cannot be met solely by increases in tuition and dormitory room and board rates. Other sources of (income notably unrestricted annual giving for operations and state support) will need to be found. The institution's modest endowment needs to be substantially augmented. Individuals and corporations in the greater Hartford community have given generously for capital projects, but that giving will have to be converted to annual giving for operations. State assistance modestly begun through Public Act #627 needs to be expanded. Areas of specific need:

a) Library

A definite institutional commitment has been made to upgrade the library. An addition to the present facility must be constructed to allow for necessary growth of the university collection. The operating budget for the library must be increased, particularly for new acquisitions. The continued vitality and development of the total university curriculum requires a much higher level of financial support than has been possible thus far.

b) Faculty

The university is seeking to find resources for maintaining a competitive salary level for its faculty. It seeks to improve faculty productivity while at the same time insuring that faculty work loads encourage professional growth. Average faculty salaries have been increased 50 percent over the past five years, but will be difficult to maintain at that level or improved without additional financial input.

c) Students

Even though the allocation of university resources to student aid programs has increased in proportion to other allocations, there is a great need for additional funds for student assistance. With costs increasing, the institution faces sharply increased requests for financial assistance and must find additional resources in order to allow tuition to be relatively competitive with state institutions. Its ability to continue present programs for the disadvantaged and the less affluent is in doubt unless additional financial support for students can be secured.

The following developments are planned for the period 1971 through 1975. The university hopes to develop its new program in Interactive Studies into a separate college offering a bachelor's degree.

With financial assistance the institution would be able to develop further its earth science and environmental programs. The long-term use of the Yale Forestry Camp in northwest Connecticut has been obtained as a facility for extending these offerings.

Depending on the level of funding, it is hoped that the university can expand its presently limited program involving visiting lecturers, distinguished professors, poets, artists-in-residence, and its public lecture series. With increased funding the university hopes to increase the counseling and guidance services available to the students and to extend these services to the community.

To supplement existing programs on the undergraduate level, plans are being developed for cooperative programs with local institutions on the graduate level. If they materialize, the institution would then be able to offer doctoral level instruction in several disciplines without substantially increasing instructional costs.

Two new dormitories and a new dining hall have just been completed. With the completion of a new central library building, a new building for the S. I. Ward Technical College, and an addition to the boiler plant, the university does not expect to construct any new facility or make major modifications to existing facilities in the next five years. Building and expansion plans beyond 1975 will depend on enrollment trends and the university's financial situation at that time.

15. UNIVERSITY OF NEW HAVEN

- Finances

The university is dependent on tuitional income for over 90 percent of its operational expenses. Fund raising activities have thus far been relatively unsuccessful, and the institution has borrowed up to its safety level. Industry donates about 6 percent of its budget, but the university has no single reliable benefactor. The institution cited a need for a new library facility. It has completed raising funds for one-third of the cost and has planned to finance one-third of the remaining cost through a federal grant, and one-third through a federal loan. With cut-back in federal funds, however, the library construction has been postponed.

- Internal Organization and Governance

The Board of Governors of the university has a self study under way to sort out the various roles and responsibilities of parties at interest within the university community. Internal tension focusing on organization and governance has been the outgrowth of a student strike in the spring of 1970 and the subsequent resignation of the university president.

- The Improvement of Faculty and Curriculum Quality

The university has grown from 125 to 2,004 full-time students in the past ten years. The present mood is one of consolidation, review, and assessment of faculty quality as well as the breadth and quality of curriculum offerings. Not much change, however, is anticipated at the undergraduate level, except for a decrease in departmentalization and more emphasis on interdisciplinary programs. The university is planning to introduce an MBA program in the fall of 1971, starting on a part-time basis at first and moving toward full-time enrollment. Financial pressures as well as internal tension and identity conflict are forcing the university to terminate its urban programs. The institution indicated a lack of internal finance and expertise to justify their continuance.

16. WESLEYAN UNIVERSITY

- Financial Resources

Administrative officers at the university indicated an excessive institutional reliance on portfolio income and the need to find other sources of revenue. At present, the institution provides $1.5 million per year in financial assistance to students. Outside funding of this substantial assistance to students would enable the university to divert those funds to other critical needs.

- Institutional Identity/Definition of Institutional Mission and Emphasis

A university priority study is currently underway, and it seems likely that the study will result in the termination of certain programs and in changes in the character or scope of others. Under special study at this time are: the Wesleyan Press, the Master of Arts in Teaching Program (MAT), the summer school, and the PhD programs. The immediate necessity of reducing university expenditures has eliminated the possibility of any new programs being introduced at this time. The new Art Center will be completed during the period of 1971 through 1975. A proposed student center and housing project are also slated for completion during that period. Major facilities scheduled over a longer period of time (1975-1980) include a new library, new physical education facilities, and a new building and grounds facility.

17. YALE UNIVERSITY

- Immediate Problems: a) Graduate student housing, b) Extended parking facilities, c) Social Science Center.

- Resolution of the Question of Role of Women in Yale

The past three years Yale college has added 820 women to its undergraduate student body, increasing its overall size by 20 percent. Additional residential facilities for women have already been funded through a $15 million grant. Their construction is being planned in the near future.

- Affecting More Fruitful Relationships with the New Haven Community

Yale has been having some difficulty with respect to its tax status vis-a-vis the City of New Haven and suggests that the conflict should be resolved through special legislative action by the Assembly.

- Tuition Increase

The university plans to raise its current tuitional charge of #3,950 per year to approximatley $4,500 per year. It has recently announced plans to fund long-term student loans with a lifetime repayment plan. The terms and amounts of repayment will be geared to the income level of the alumni. Nationwide interest is focused on the implementation and evaluation of this innovative program.

CHAPTER IV

PRESENT INSTITUTIONAL PROFILES

INTRODUCTION

The private institutions of higher education located in Connecticut vary greatly in their objectives, programs and plans, as described in the preceding chapter. This variety is further documented and detailed by the evidence on quantifiable characteristics of the institutions gathered during this study. Using the information provided on enrollment, degrees granted, student quality, institutional quality, financial conditions and physical plant, a profile has been developed for each institution and is offered below. These profiles are based on information provided by the institutions on standardized report forms prepared for the study by ADL. To the maximum extent possible, the format, terminology and definitions of the Higher Education General Information Survey (HEGIS) were used. The annual HEGIS survey, conducted by the United States Office of Education, is an established nationwide reporting system, familiar to the administrative officers of the cooperating institutions. Most information items were requested for the academic years ending in 1966, 1971, 1976, and 1981. The year ending in 1966 was the first for which the full HEGIS reporting system was in effect. In 1968 institutions were asked to report forecasts of many HEGIS items for the academic years ending in 1976 and 1981. Thus, these are years for which forecasts had been prepared by many, though not all, of the institutions, and which could be updated for the present study.

The profiles offered in this chapter are based on the salient characteristics of the individual institutions as demonstrated by the information they have provided. In Appendix D of Volume II of this study report, virtually all of the information supplied by the 16 institutions reporting data in time for inclusion has been organized into over 80 tables in which information on each reported characteristic is brought together in a single table for all institutions. Those tables provide the best basis for comparison of these institutions in terms of any specific characteristic. (Many figures have been rounded and occasional apparent discrepancies in totals are attributable to this rounding).

The profiles which follow are organized under the following principle headings:

- Enrollment
- Degrees Granted
- Student Quality
- Institutional Quality
- Financial Condition
- Physical Plant

1. ALBERTUS MAGNUS

Enrollment

In the 1970-71 school year, the college enrolled 541 full time women students, including 155 freshmen. The total has declined from 574 in 1965-66, when there were 203 freshmen. During the same period, part-time students have dropped from 28 to 8. With the exception of 14 unclassified students, down from 32 in 1965-66, all enrolled students are bachelors degree candidates.

The student population represents families of average means, with 32 percent of the present student body from families of annual incomes of $10,000 or less and only 8 percent from families with incomes of $20,000 or more per year. While we find the 1970-71 distribution weighted slightly more toward higher incomes than the 1965-66 distribution, the change is not in excess of what the generally rising level of family incomes would suggest. Thus, it does not appear that the college has experienced a significant shift in the income distribution of its student body. Four percent of the present student body represent minority groups, up from 1-1/2 percent in 1965-66. Fifty-seven percent are Connecticut residents, down from 65 percent five years earlier. Fifty-four percent have public high school backgrounds, an increase from 47 percent in 1965-66.

Degrees Conferred

The college awarded 138 bachelors degrees in 1970, compared to 113 awarded in 1965. Slightly less than half are in the social sciences, with psychology, foreign languages, English and mathematics representing roughly one-eighth each; the balance is divided between fine arts and biological sciences.

Student Quality

The composite average score by entering students on the Scholastic Aptitude Test declined from 566 in the 1965-66 academic year to 555 in the 1970-71 year. Ninety-three entering students in the earlier year received scholarship assistance, compared with 76 in the current year. (During the period, the current expenditures on student aid increased from $63,000 to $89,000 suggesting significant increases in average aid per student.)

Institutional Quality

Fifty-four percent of the 35 members of the 1970-71 full-time faculty hold doctorates or the first professional degree in their field. The college is not represented in the salary rankings published by the American Association of University Professors. However, in 1970-71, the average salary reported at the professor and associate professor levels was the lowest for 13 reporting institutions in the state. Two reported lower averages at the assistant professor and instructor levels. In 1965-66, the college's average salary at the associate professor and assistant professor levels ranked at or near the lowest among the 12 reporting institutions, while the full professor and instructor average salaries were close to the median for those ranks in the 12 institutions. The college reports 12.6 students (FTE) per faculty member (FTE), down from 13.9 in 1965-66. Two members of the full-time staff teach less than nine hours a week, 15 teach between 9 and 11 hours per week, while the majority teach 12 or more hours per week.

Library holdings represent approximately 112 volumes per student (FTE), while library expenditures for all purposes average $87 per student (FTE).

In 1969-70, 73 percent of the revenues in the educational and general category were derived from tuition, compared with 68 percent in the 1965-66 academic year. In both years, slightly over 20 percent of the fund revenues were represented by the teaching and administrative services contributed by the religious.

Financial Condition

At the end of the 1969-70 year, the college showed a surplus in current operating funds of $108,000, in which a $221,000 surplus in auxiliary enterprises more than compensated for a deficit of $67,000 in educational and general and a $46,000 deficit in student aid. Thirty-three percent of current fund expenditures in 1969-70 were committed to physical plant assets. The corresponding percentage was below five percent for all other private institutions in the state. The college has $2.2 million of outstanding long-term debt, of which $1.8 million is payable at least 10 years hence. In 1965-66, the total current surplus in net operating funds was $485,000, $256,000 in educational and general, $207,000 in auxiliary enterprises and the balance in student aid. However, a recovery of financial health is predicted, as the following chapter will show.

Endowment rose from $165,000 in 1965 to $390,000 in 1970. Plant funds rose from $3.7 million in 1965 to $5.9 million in 1970.

Plant Facilities

The college reports 216,000 feet of space available in 1971, of which 150,000 is non-residential space. All space is reported in satisfactory condition and no maintenance has been deferred beyond 12 months.

The college reports that its space could accommodate 1000 students (FTE), or approximately 450 more than the present enrollment.

2. ANNHURST COLLEGE

Enrollment

The college reports a full-time enrollment of 408 women undergraduate students in 1970-71, including 138 freshmen. Twenty-seven part-time undergraduate and 21 part-time unclassified students are reported, though an equivalent full-time student figure for them was not provided.

In 1965-66, 350 full-time women undergraduates attended, of whom 100 were freshmen. An additional 25 women students attended as part-time undergraduates.

1970-71, the college enrolled one Negro student and no other representatives of minority groups. Fifty percent of the student body are Connecticut residents, while 62 percent have public high school backgrounds, with the remaining 38 percent from private preparatory schools (presumably parochial schools, though not indicated as such). No information has been provided on the family income of Annhurst students. No comparable information for the 1965-66 students is available.

Degrees Granted

In 1970, Annhurst conferred 75 bachelors degrees, compared with 47 in 1965. In the earlier year, a third of the degrees were in the social sciences, with the balance thinly spread among biological sciences, business, English, and foreign languages and literature. In 1970, half of the degrees were in education, with additional concentrations in social sciences, business, and journalism.

Student Quality

The 1970 entering class average scores in the Scholastic Aptitude Test were 458 (verbal) and 447 (mathematics). Scores were not reported for the 1965 class. In the 1970 entering class, two students held state scholarships and 39 received other forms of scholarship aid. Thus, 29 percent of the entering class had some form of scholarship aid. Comparable figures for 1965 were not available. Six of the 75 1970 graduates continued with graduate study, two receiving some form of scholarship assistance.

Institutional Quality

The college reports a full-time faculty of eight in the 1970-71 academic year, augmented by 36 part-time members, whose workload is equivalent to 16 full-time faculty members. Six of the 44 hold terminal degrees, but these have not been identified as full-time or part-time members. The 1965-66 full-time faculty numbered six, augmented by 31 part-time members.

Full-time faculty average salaries are available only for the assistant professor and instructor levels. The assistant professor average salary in 1970-71 is the lowest reported among the 13 reporting private institutions in the state, including the two-year institutions. Only one institution reports a lower figure at the instructor level. American Association of University Professor rankings are not available for the college.

The teaching loads of the seven full-time faculty members for whom information has been provided for the 1970-71 school year are all 12 hours or more per week.

Library holdings are approximately 70 volumes per full-time student, while library expenditures are approximately $35 per full-time student, both in the academic year 1970-71. The holdings compare quite favorably with other four-year institutions, while the expenditures are extremely conservative.

Financial Condition

In the 1969-70 academic year, a surplus of $621,000 in current operating funds resulted from a $426,000 surplus in the educational and general fund, a $193,000 surplus in auxiliary enterprises and a $2000 surplus in student aid grants. In the 1965-66 year, a $288,000 surplus in current operating funds resulted from a $132,000 surplus in the educational and general fund and a $159,000 surplus in auxiliary enterprises, diminished slightly by a $4000 deficit in student aid grants.

In 1969-70, 65 percent of revenues in the educational and general fund were realized from tuition, unchanged from the 1965-66 percentage. Contributed services represented 7 percent of fund revenues in 1969-70, and 12 percent in the earlier year. In 1969-70, slightly over a fourth of educational and general fund revenues were realized from government appropriations.

The college reports long-term indebtedness at the close of the 1969-70 year of $3.7 million, $2.2 million payable between five and ten years from present, with the balance maturing in subsequent years. Indebtedness is up from $1.6 million in 1966. The college reports no endowment, but owns physical plant assets valued at $7.0 million.

Physical Plant

The college consists of four structures for non-residential use, including 94,000 square feet of space. One hundred thousand dollars worth of maintenance on these facilities is reported as deferred more than 12 months. One structure, 20,000 square feet in size, is reported in "fair condition" while all others are reported in satisfactory condition.

In the space presently available, the college could accommodate 600 full-time equivalent students, or approximately 150 in excess of its present enrollment. To do so by 1975 would require an expenditure of $55,000 on renovation of existing space.

3. CONNECTICUT COLLEGE

Enrollment

In 1965-66 the full-time student body was composed of 1404 women undergraduates, 17 graduate and unclassified students who were women and only 17 men, all graduate students. The 1970-71 full-time student body of 1582 contains 189 (12 percent) men. Nearly half of the 82 full-time graduate and unclassified students are men. The FTE enrollment of the college has risen from 1469 in 1965-66 to 1643 in 1970-71.

Three percent of the 1970-71 enrollment is Negro, and 4 percent is from other minority groups. Information on students of Spanish surnames is not available. Enrollment of minority group members in 1965-66 is not reported. The percentage of the student body with Connecticut residence has increased from 22 in 1965-66 to 27 in 1970-71. Students with a public high school background comprised 63 percent of the student body in 1965-66 and 62 percent in 1970-71.

Degrees Granted

The number of bachelors degrees awarded by the college increased from 294 in 1965 to 323 in 1970, while the number of masters degrees rose from 10 to 13. In each year, a third of the bachelors degrees were in the social sciences, and one-sixth in English and journalism. Other areas of concentration include political sciences, fine and applied arts, foreign languages, literature, child development, and psychology. Half of the master degrees in each year were awarded in psychology.

Student Quality

In the verbal portion of the Scholastic Aptitude Tests, the average score of entering students declined from 618 in 1965 to 585 in 1970. The comparable averages on the mathematics portion of the test dropped from 611 to 579. These scores are exceeded by only two of the 13 schools providing information for 1970-71. The percentage of freshmen receiving scholarship aid rose from 23 to 26 between 1965 and 1970. Six members of the 1965 entering class held national merit scholarships, in contrast to none in the 1970 class. In each year, slightly more than one-fifth of the students receiving bachelors degrees continued their studies at the graduate level. In both 1965-66 and 1969-70, two graduating students received Woodrow Wilson fellowships for graduate study. In these years, three students and nine students respectively received other types of scholarships for graduate study.

Institutional Quality

Seventy percent of the 132 members of the full-time faculty in 1970-71 held terminal degrees, compared with 66% of the full-time faculty of 115 in 1965-66. Part-time teaching by 36 persons in 1970-71 represented the equivalent of 16 full-time members of the faculty. In 1965-66, 23 part-time members **held** the equivalent of 6.7 full-time positions. In the American Association of University Professors 1969-70 salary rankings, the average compensation of professors and assistant professors was at the B level, associate professors at the A level and instructors at the AA level. This yielded an overall B rating for the college. The associate professor and instructor ratings had improved over the preceding year, while the assistant professor rating had dropped. Compared with the other private four-year institutions in the state providing information (all but Yale) the college faculty salaries had shown a relative decline between 1965 and 1970. In the earlier period, they were among the top four private institutions in the state while they are now at or only slightly above the median.

All full-time faculty members teach between 9 and 11 hours, except department chairmen who teach one course less, presumably six hours. The ratio of FTE students to FTE faculty declined from 12.0 in 1965-66 to 11.1 in 1970-71.

Library expenditures per FTE student rose from $110 in 1965-66 to $141 in 1970-71. This level is exceeded by only one of the thirteen private institutions reporting. In 1969 library holdings were 149 volumes per FTE student, again exceeded by only one of the thirteen institutions.

Financial Condition

The college realized a surplus of $44,000 in current operating funds in 1969-70, but only due to a $223,000 surplus on auxiliary enterprises which offset a $59,000 deficit in the educational and general fund and a $120,000 deficit in student aid grants. In 1965-66, a $481,000 surplus in these funds resulted from a $619,000 surplus from auxiliary enterprises, and deficits of $57,000 and $80,000 respectively in educational and general and student aid grants.

The college realized 72 percent of educational and general fund revenues from tuition in 1969-70, down from 79 percent in 1965-66.

The long-term indebtedness of the college stood at $3.5 million in 1970, up from $2.7 million in 1966. The maturity schedule of this debt was not provided. The college reports an endowment of $6.9 million in 1970, and a $16.3 million net investment in plant. Expenditures on plant were $233,000 in 1965-66 and $745,000 in 1969-70.

Physical Plant

The college has 274,000 square feet of space in instructional facilities, of which 74 percent is in satisfactory condition, 16 percent in fair condition, and 10 percent in poor condition. Maintenance on these buildings deferred more than 12 months is estimated at $595,000.

The college also has 302,000 square feet of residential space, all of it in satisfactory condition, with no maintenance deferred more than 12 months.

The instructional space available could accommodate 3000 full-time equivalent students, while the residential space available accommodates 1400 students. Thus, either through construction of residential space to accommodate the difference, or the attraction of commuting full-time or part-time students, the college is capable of accommodating 1600 additional students in its educational facilities. Renovation at an estimated cost of $1,250,000 would be required to existing facilities by 1975 for this increased enrollment to be realized. The cost of new student housing for 1500 students is indicated at $18,750,000. A power plant valued at $1 million would also be required by 1975, presumably to support the new residential construction.

4. FAIRFIELD UNIVERSITY

Enrollment

Fairfield's 1970-71 full-time enrollment of 2227 students is predominantly male and undergraduate. From 1389 male undergraduates and no female undergraduates in 1965-66, the university grew to a full-time enrollment of 1870 male undergraduates and 228 women undergraduates in 1970-71. Women represented slightly over one-fourth of the 1970 entering class, suggesting that the proportion of women in the undergraduate student body will continue to rise for several years. The 1970-71 student body includes 1388 part-time students equivalent to 462 full-time students. This is an increase above the part-time student body of 828 in 1965-66. Part-time enrollment is entirely at the graduate level, where 122 full-time students are joined by 1380 part-time students during the 1970-71 academic year. These numbers represent increases from 40 full-time and 828 part-time students during the 1965-66 year.

The proportion of the university's student body residing in Connecticut has remained relatively constant, at 49 percent in 1965-66 and 48 percent in 1970-71. In the latter year, 2.3 percent of the student body was Negro, and 1.2 percent of Spanish surnames. Information on the income and educational backgrounds of the university student body is not available.

Degrees Granted

The university awarded 412 degrees in 1965 and 641 in 1970, with bachelors degrees representing 266 of those awarded in 1965 and 404 in 1970. All of the 146 masters degrees awarded in 1965 were in education, while 209 of the 237 awarded in 1970 are in that field. The balance in the latter year are in religion and the social sciences. Among the bachelors degrees awarded in each year, the degrees in the social sciences predominate, accounting for some 35 percent of all degrees in both years. Other areas in which significant numbers of bachelors were awarded in both years include biological sciences, business, English and journalism, and the physical sciences.

Student Quality

Average scores on the Scholastic Aptitude Tests among entering students in 1965 were 542 in the verbal section and 570 on the mathematics section, for a composite average of 556. Comparable scores in 1970 were virtually the same, reaching 542 on the verbal test, 575 on the mathematics for a composite of 560. With the exception of three older endowed institutions reporting comparable data, these scores are the highest among the institutions represented in the study. In the 1970 entering freshman class of 698 students, 46 percent held some form of scholarship aid, including one National Merit Scholarship and 20 state scholarships. Data on scholarships received in the 1965 entering class were not provided. Similarly, the numbers of university graduates continuing with graduate study are not available.

Institutional Quality

Fifty-four percent of the university's full-time faculty of 152 members in 1970-71 held terminal qualifications, a significant increase from the 38 percent of the 1965-66 full-time faculty which numbered 97 members. The 1970-71 full-time faculty is augmented by 40 part-time members carrying responsibilities equivalent to 18.3 full-time members. The 1965-66 faculty included 21 part-time members, filling the equivalent of 13.3 full-time positions.

The American Association of University Professor rankings of the average faculty salaries by rank gives the university a C ranking at the professor level, B rankings at the associate and assistant professor levels and a AA ranking at the instructor level for the 1969-70 academic year. These rankings are unchanged from the preceding year. The university's 1970-71 salary levels at each rank are at about the median level for the four-year private institutions represented in this study.

Virtually all members of the full-time faculty carry teaching loads between 9 and 11 contact hours. The ratio of full-time equivalent students to full-time equivalent faculty for the university in 1970-71 was 15.8, down slightly from 16.2 in 1965-66.

The university library holdings show 36 volumes per full-time equivalent student, while library expenditures are $80 dollars per full-time equivalent student. Expenditures in the 1965-66 year were $60 per full-time equivalent student.

Financial Condition

The university reports a deficit in current operating funds of $230,000 in 1969-70. A surplus of $207,000 in auxiliary enterprises was substantially offset by deficits of $183,000 in the educational and general fund and $255,000 in student aid grants. In 1965-66, the university realized a surplus in current funds of $646,000, attributable to surpluses of $349,000 in auxiliary enterprises and $459,000 in educational and general offsetting a deficit of $162,000 in student aid grants.

Eighty-seven percent of revenues in the educational and general fund were realized from tuition in 1969-70, up from 80 percent in 1965-66. Between 1966 and 1970, the university's long-term indebtedness rose from $2.1 million to $5.4 million, its endowment fell from $835,000 to $80,000, while the net investment in plant increased from $12.6 million to $17.5 million. A repayment schedule of the bonded indebtedness was not provided.

Physical Plant

The university reports 246,000 square feet of non-residential space available and in use, with a grand total including residential space of 423,000 square feet owned by the University. Of this space, 75 percent is reported in satisfactory condition, 22 percent in fair condition, and 3 percent in poor condition. Nine hundred ten thousand dollars worth of maintenance on these buildings has been deferred more than 12 months.

5. HARTFORD COLLEGE FOR WOMEN

Enrollment

The enrollment of the college is limited to undergraduate women, in the freshman and sophmore years. In 1970-71, 190 full-time students and 36 part-time students comprised the full-time equivalent enrollment of 205, compared with the 1965-66 enrollment of 183 full time and 15 part time which combined to yield a 189 FTE enrollment.

The college reports an increase between 1965-66 and 1970-71 from 2 percent to 12 percent in the proportion of negroes in the student body. In the same span of time the proportion with Spanish surnames went from nearly zero to 5 percent. This rapid increase in the proportion of students from minority groups in the student population is reflected in the shifting distribution of students' family incomes. In both years the percentage of the student body with family incomes of $15,000 or more is 16 percent However, the proportion with family incomes below $10,000 went from 32 to 42 percent while the proportion in the $10,000 to $15,000 range fell from 52 percent to 42 percent.

Ninety-six percent of the current student body are Connecticut residents, up from 95 in 1965-66. During the same five-year period, the percentage of the student body from public high schools declined from 80 percent to 75 percent, somewhat surprising in light of the shift toward minority group members.

Degrees Granted

The only degree awarded by the college is the Associate in Liberal Arts, with 56 awarded in 1965 and 67 in 1970.

Student Quality

The average composite score on the Scholastic Aptitude Test reported for entering students declined from 566 in 1965 to 534 in 1970. These scores are very much above those reported for the entering students in other private two-year institutions in the state as well as for several of the private four-year institutions.

Among the 90 full-time students entering in the fall of 1970, 34 held some form of scholarship assistance, including one National Merit scholar and two state scholarships. Twelve of the 36 entering part-time students also received some form of scholarship assistance. Thirty-three of the 78 entering students in 1965 received scholarship aid, including one National Merit scholar and two state scholarships. Since this is a two-year institution, no information is available on the number of graduates pursuing graduate study.

Institutional Quality

The college reports a full-time faculty of just five members in 1970-71, three of whom hold a terminal degree. Twenty-two persons participate as part-time faculty members, responsible for 6.5 equivalent faculty positions. In 1965-66, three members comprised the full-time faculty and were augmented by 27 part-time members responsible for 7.7 equivalent positions. The college reports 1970-71 average salary figures only for members at the full professor level which, while below most of the four-year institutions in the state, is comparable with reporting two-year institutions. No rankings by the American Association of University Professors are available for the college. The 1965-66 average salaries reported for the Associate Professor and Assistant Professor ranks were among the three highest among the 12 two- and four-year private institutions from which information is available.

The ratio of students (FTE) to faculty (FTE) held relatively stable at 17.7 in 1965-66 and 17.8 in 1970-71. In the latter year, the full-time faculty teaching loads were 12 or more hours for two members and between 9 and 11 hours for three members.

Library expenditures per student (FTE) rose from $79 in 1965-66 to $112 in 1970-71. Library holdings represent 146 volumes per student (FTE).

Financial Condition

The college reports a $42,000 deficit in current operating funds in 1969-70 as the result of deficits of $51,000 in the educational and general fund and $4000 in auxiliary enterprises offsetting a surplus of $13,000 in student aid grants. Operations in 1965-66 were conducted essentially on a break-even basis. Tuition represents 75 percent of revenues in the educational and general fund in 1970-71, down from 84 percent in 1965-66.

The college reports having no bonded indebtedness in 1965-66 or 1969-70. Endowment rose from $355,000 to $496,000 during this period, while net investment in plant rose from $448,000 to $468,000.

Plant Facilities

The college reports 59,000 square feet of non-residential space available and in use. All of this is in satisfactory condition, though $14,000 worth of maintenance is reported having been deferred more than 12 months.

6. MITCHELL COLLEGE

Enrollment

The college enrolls men and women, only in associate degree programs, on a full-time or part-time basis. In 1970-71, 656 full-time students were enrolled, of whom 454 were men. Part-time enrollment raised the full-time equivalent to 876. In 1965-66 the full time enrollment of 687, 448 of them men, was augmented by part-time enrollment to yield a full-time equivalent enrollment of 964. The decline in full-time equivalent enrollment was largely due to the decrease from 863 to 662 part-time students. In the years 1965-66 and 1970-71, the composition of the student body changed markedly in only one respect. The proportion of Connecticut students declined from 86 percent to 73 percent. The proportion of Negro students remained at 3.8 percent, students with Spanish surnames rose slightly from 1.0 to 1.3 percent, and other minority students remained negligible. The proportion of the student body with public high school backgrounds remained at 80 percent. Information on family income background of the student body was not provided.

Degrees Granted

The college awarded 172 associate degrees in 1965 and 203 in 1970. In both years, approximately 60 degrees were awarded in the business and commercial areas and 15 in engineering related areas. The balance are in general arts or science programs.

Student Quality

The average Scholastic Aptitude Test scores for entering students in 1965 were 481 on the verbal portion of the test and 500 on the mathematics, for an average composite score of 490. Comparable averages for entering students in 1970 were 455 and 481, giving a composite of 468. This is the median of the three values reported for private two-year schools participating in the study, and is above two of the composite scores reported by four-year institutions. Among the 350 entering full-time students in 1965, 31 held scholarships. Scholarship holders number 44 among the 324 full-time students entering in the fall of 1970. Data on graduates undertaking graduate study are naturally not available.

Institutional Quality

The college reports that academic ranks are not used within the faculty. The full-time faculty declined from 42 to 34 members between 1965-66 and 1970-71. Two of the former and one member of the current faculty hold terminal degrees. Thirty-eight part-time faculty members augmented the 1965-66 faculty by filling the equivalent of 13 full-time positions. In 1970-71, 21 part-time faculty members are responsible for seven full-time positions collectively. In the five year period, the ratio of students (FTE) to faculty (FTE) has risen from 17.5 to 21.4 All faculty members teach 12 hours per week or more.

No AAUP rankings of college salaries are available. The college reports only a single average salary figure for all faculty, none by ranks. The reported figure is comparable to the median salary reported by the 12 participating private four-year institutions at the instruction level.

The college reports library holdings of 39 volumes per student (FTE). Library expenditures per student (FTE) rose from $39 in 1965-66 to $55 in 1970-71.

Financial Condition

The college reports a surplus in current operating funds of $61,000 in 1969-70, resulting from surpluses of $101,000 in auxiliary enterprises and $58,000 in the educational and general fund, more than offsetting the $98,000 deficit in student aid grants. In 1965-66, however, an overall surplus of $297,000 was achieved through a $267,000 surplus in educational and general and a $97,000 surplus in auxiliary enterprises, reduced by a $60,000 deficit in student aid grants. Tuition accounts for 99 percent of revenues in the educational and general category. The college reports endowment growth from $94,000 in 1965 to $348,000 in 1970, paralleled by a growth of from $1.7 million to $3.7 million in investment in plant. During the same period, the long-term debt rose from $1.2 million to $1.5 million. In 1970, all indebtedness was payable ten years or more in the future.

Expenditure on plant declined from a $1.1 million level in 1965-66 to $660,000 in 1969-70. Debt service costs rose from $37,000 in the prior year to $49,000 in the recent year.

Physical Plant

The college reports 61,000 square feet of non-residential space available, of which 94 percent is in satisfactory condition and the balance in fair condition. $4500 worth of maintenance has been deferred more than 12 months on these facilities. This space is fully utilized by the present enrollment.

7. POST JUNIOR COLLEGE

Enrollment

The 1970-71 FTE enrollment of 588 consists of 322 men studying full-time, 226 women studying full-time and 119 part-time students. All students are at the freshman or sophmore level. In 1965-66, the college enrolled only full-time students, 142 men and 208 women. The college estimates that 13 percent of the 1970-71 student body are from families with incomes below $5000 while 25 percent are from families with incomes of $15,000 or more. Three percent are Negro, 1 percent have Spanish surnames and 1 percent are from other minority groups. Sixty-three percent are from Connecticut, a large drop from the 95 percent level in 1965-66. Eighty-five percent attended a public high school, 3 percent private preparatory schools, and 12 percent other secondary schools, including parochial high schools. Comparable 1965-66 figures were 95 percent from public high schools and 5 percent from other, including parochial high schools. 1965-66 information on family income and ethnic background is not available.

Degrees Granted

Seventy-five associate in science diplomas were awarded in 1965. One hundred and five associate degrees were awarded in 1970, 76 in business, and 29 in arts.

Student Quality

Students entering in 1970 averaged 412 on the mathematics segment of the Scholastic Aptitude Test and 423 on the verbal, for a composite average score of 418. This is the lowest average among the 13 private institutions providing comparable figures, lower than either of the other two-year institutions reporting. Among the 358 students entering the college in 1970, 55 benefited from some form of scholarship assistance, including three who held state scholarships.

Institutional Quality

In 1970-71, the college's full-time faculty of 25 members included two with terminal degrees, in contrast to the 1965-66 faculty of 12 members with none holding a terminal degree. Fourteen part-time members performed work equivalent to five full-time members in 1970-71. Ten part-time members filled the equivalent of five full-time faculty positions in 1965-66.

No AAUP faculty salary rankings are available. However, reported salary averages by rank for 1970-71 are approximately at the median for all reporting schools, including four-year schools. 1965-66 salary figures were not provided.

The ratio of students (FTE) to faculty (FTE) declined from 21.6 in 1965-66 to 19.6 in 1970-71. With two exceptions, full-time faculty members teach 12 hours or more per week. Library resources are extremely limited, with 12 volumes reported per student (FTE). Library expenditures per student (FTE) were $77 in 1970-71.

Financial Condition

Prior to 1965 the college had operated as a proprietary educational institution, using accounting practices appropriate to that form of organization. Since 1965-66 was the first year of operation as an incorporated nonprofit educational institution, the financial data for that year were felt to be incomplete for purposes of this study. College officers were given permission to substitute 1966-67 data in their report. These data have not been tabulated in the appendix tables since no other institution reported for that year. However, they are available on the report forms and, as appropriate, will be cited in the following discussion.

The college reported a surplus of $92,000 in current operating funds for 1969-70, composed of surpluses of $9,000 in educational and general, $15,000 in student aid grants, and $16,000 in auxiliary enterprises. In 1966-67 a surplus of $61,000 resulted from surpluses of $55,000 in educational and general and $7,000 in auxiliary enterprises. The college realized 98 percent of its educational and general fund revenues from tuition in 1969-70.

The college reports outstanding long-term indebtedness at $1.8 million, $660,000 of which is payable within five years and $863,000 payable 10 years or more in the future. During the 1969-70 year, service charges of $136,000 were paid on the outstanding debt. In the same period, $528,000 was expended on plant facilities. The college holds a $212,000 endowment. Total plant funds grew from $400,000 in 1966-67 to $3.6 million at the end of 1969-70.

Physical Plant.

The college plant contains 93,000 square feet of space, all in satisfactory condition and none involving deferred maintenance, 39,360 square feet in residential use and the balance in office and instructional areas. 53,780 square feet of academic space is available, of which 24,200 square feet are not fully utilized. Full utilization of this space would enable the college to accommodate 400 additional full-time equivalent students immediately.

8. QUINNIPIAC COLLEGE

Enrollment

The college reports an enrollment in 1970-71 of 2227 full-time students, two-thirds of them men and all but three undergraduate students. Seven hundred and nine part-time students bring the full time equivalent enrollment to 2463. The 1965-66 enrollment included 590 full-time students and 373 part-time students for whom a full-time equivalent is not available.

In response to a series of inquiries concerning the backgrounds of students--family income, ethnic, geographical and educational--the college reports that no information is available.

Degrees Granted

The college awarded 183 degrees in 1965, including 69 associate and 114 bachelors degrees. In 1970 the number of degrees awarded reached 390, of which 295 were bachelors degrees. Similarly, some two-thirds of the bachelors degrees awarded were in business and commerce. Smaller concentrations are in the social sciences, health professions, psychology, and English and journalism.

Student Quality

No evidence on the Scholastic Aptitude Test scores of entering students was provided (the test was not required in 1965.) The percentage of incoming freshmen receiving some scholarship assistance increased from 7 percent in 1965 to 12 percent in 1970. In the latter year, 20 students held state scholarships in the group of 1091 freshmen.

Institutional Quality

The full-time faculty of the college in 1970-71 numbered 125, including 33 percent with terminal degrees. Twenty-seven percent of the 62 full-time members of the 1965-66 faculty held the terminal degree. In 1965-66, 84 faculty taught on a part-time basis, responsible collectively for the equivalent of 21 full-time faculty positions. In 1970-71, 93 part-time faculty members accomplished the equivalent of 23 full-time members.

The average salaries in each faculty rank in 1970-71 are slightly above the median for the 12 private four-year institutions reporting. The American Association of University Professors rankings of the average salaries paid in 1969-70 by rank are C for professors, B for associate professors, A for assistant professors and AA for instructors. The assistant professor and instructor ratings represent improvements over the previous year. The average salaries by rank paid in 1965-66 fall below the median for 11 private four-year institutions reporting, confirming that the college has improved its salaries relative to comparable schools during recent years.

The ratio of students (FTE) to faculty (FTE) is 16.6 in 1970-71. No comparable figures are available for 1965-66. All faculty members teach 12 or more hours.

Library holdings are 24 volumes per full-time equivalent student. Library expenditures in 1970-71 were $55 per full-time equivalent student. These figures are comparable to the other relatively new four-year institutions of similar size in the state.

Financial Condition

In the academic year 1969-70, the college reports experiencing a deficit in current operating funds of $206,000 resulting from deficits of $179,000 in student aid grants and $56,000 in auxiliary enterprises, more than offsetting the surplus of $28,000 in the educational and general fund. These results contrast with the $127,000 surplus reported in operating funds in 1965-66, when surpluses of $172,000 in educational and general and $8000 in auxiliary enterprises offset a $53,000 deficit in student aid grants. Tuition represents 91 percent of revenues in the educational and general fund, down from 97 percent in 1965-66.

Long-term indebtedness rose from $3.2 million in 1966 to $5.5 million in 1970. Four million dollars of the latter is due for repayment in ten years or more beyond 1970, while $676,000 is payable between one and five years beyond 1970.

Endowment rose from $26,000 in 1966 to $37,000 in 1970. At the same time, total plant funds rose from $5.6 million to $9.9 million and net investment in plant from $825,000 to $3.4 million. The Loan Fund is reported with no assets, so that student aid grants must be financed entirely from current income. Fifty-eight thousand dollars worth of earmarked revenues for student aid grants are reported in 1969-70, with $237,000 in expenditures on student aid grants.

Physical Plant

The college is located in a new campus setting with all construction four years old or less and in satisfactory condition. The college buildings contain a total of 193,000 square feet, of which 74,000 is academic and administrative and the balance residential. All space is utilized and no additional full-time or part-time students can be accomodated.

9. SACRED HEART UNIVERSITY

Enrollment

The university enrolled 1602 full-time students in 1970-71, approximately 60 percent male, and except for 49 unclassified students all undergraduate degree candidates. An additional 472 part-time students raised the enrollment of the university (FTE) to 1771. In 1965-66, full-time enrollment stood at 1190 and part-time study by 393 students raised the university's total enrollment (FTE) to 1278.

The university enrolls full-time undergraduates as candidates for either the associate's or the bachelor's degree. The characteristics of these two student groups have been reported separately.

Information was provided on the family income backgrounds of students who filed parents' confidential statements in support of student aid applications. Since these are not a representative sample of the entire student body, the figures have not been included in the appendix tables since they are not comparable with data supplied by other institutions.

In both 1965 and 1970 the university reports that the ethnic composition of its student body is the same for both associate degree candidates and bachelors degree candidates. Two percent are Negro and 1 percent have Spanish surnames.

The student body is almost totally of Connecticut origin. The percent among both degree groups has declined only slightly from 99.9 in 1965-66 to 97 in 1970-71.

The proportion of associate degree candidates coming from public high schools has declined from 58 percent in 1965-66 to 44 percent in 1970-71, the balance coming from private preparatory schools, presumably most of these parochial high schools. Among bachelor degree candidates, the corresponding percentage has dropped from 49 percent to 42 percent.

Degrees Granted

The university awarded its first degree in June 1967, thus degree figures for 1965 are non-existent. Four hundred and twenty-nine degrees were awarded in 1970, including 388 bachelors and 41 associate degrees. The associate degrees were all associate in arts. Fifteen were in business and commercial related programs, the balance in other curricula. Roughly 40 percent of the bachelors degrees were awarded in the social sciences, 25 percent in English and journalism, 20 percent in business and commerce, and the balance in psychology, mathematical sciences and the biological sciences.

Student Quality

Seven hundred and three entering students in the fall of 1965 scored an average of 437 composite score on the Scholastic Aptitude Test, compared with an average of 442 scored by 430 entering students in the fall of 1970. These are the lowest among 10 four-year colleges reporting scores for these years.

Among the entering students in the fall of 1965, two held state scholarships and five held other types of scholarships, while in 1970, one student held a state scholarship and twenty-five held other types of scholarships. These totals are 1 percent and 6 percent of the entering classes in these years, respectively. Fifty of the 388 recipients of bachelors degrees in 1970 continued with graduate study, five receiving some form of scholarship assistance.

Institutional Quality

The university's full-time faculty has gone from 63 members in 1965-66 to 72 members in 1970-71, with approximately one-third holding terminal degrees in both years. The full-time faculty is augmented in 1970-71 by 37 part-time members teaching the equivalent of 12.5 full-time faculty members up from 13 part-time members responsible for 1.5 full-time positions in 1965-66.

The university's average salaries by rank in 1969-70 are reported by the American Association of University Professors at the C level for professors and associate professors and the B level for assistant professors and instructors. These rankings were unchanged from the previous year. The university's salaries in the 1965-66 year were comparable to other newer private four-year institutions, but fell behind so that by 1970-71 they were the lowest or close to the lowest in the state for all private institutions including the two-year institutions.

The ratio of students (FTE) to faculty (FTE) rose from 19.8 in 1965-66 to 21.0 in 1970-71. This is the highest among all the reporting four year private institutions in the state. Two-thirds of the full-time faculty teach 12 hours or more a week, the balance carrying between nine and 11 hours except for two with loads less than 9 hours per week.

Library holdings are 34 volumes per full-time equivalent student, while library expenditures in 1970-71 were $89 per student (FTE), unchanged from 1965-66.

Financial Condition

The university suffered a deficit on current operations of $156,000 in 1969-70, stemming from deficits of $89,000 in educational and general and $87,000 in student aid grants, offset slightly by a $19,000 surplus in auxiliary enterprises. 1965-66 operations yielded a surplus of $11,000, growing out of surpluses of $32,000 in educational and general and $3000 in auxiliary enterprises, offset in part by a $24,000 deficit in student aid grants. Ninety-seven percent of current revenues in the educational and general category are derived from tuition.

The university's bonded indebtedness rose from $297,000 in 1966 to $1.2 million in 1970. Of the latter, $860,000 is due for repayment 10 years or more in the future, with $118,000 due for repayment between 1 and 5 years from the time of the report.

The university reports no endowment but a net investment in plant valued at $7 million in 1970.

Physical Plant

Three non-residential structures are reported, all in satisfactory condition, including a total of 243,000 square feet of space. No maintenance has been deferred on these facilities beyond 12 months. While the total space is presently in use, the university reports that it could handle 900 additional students in this space above its present full-time equivalent enrollment.

10. ST. JOSEPH COLLEGE

Enrollment

The college reports 484 women enrolled in 1970-71 as full-time undergraduate students. Eighteen women and one man are reported as full-time students in the graduate and unclassified categories. Three hundred and forty-six part-time students, nearly all studying at the graduate level combined with the full-time enrollment to yield a student body of 622 full-time equivalent students. The 1965-66 enrollment showed slightly more full time undergraduate students but significantly fewer part-time graduate students, resulting in an equivalent full-time enrollment of 598 students.

The college reports approximately 3 percent of its current student body from minority groups, up from 1 percent in 1965-66. Seventy-six percent of the full-time students are Connecticut residents, virtually unchanged from the 1965-66 level, while the proportion with public high school backgrounds has increased from 43 percent to 51 percent. Information on the family income backgrounds of students is not available.

Degrees Granted

The college awarded 197 degrees in 1970, 41 masters degrees and the balance bachelors. Degrees awarded in 1965 included 21 masters and 134 bachelors for a total of 155. Half of the masters awarded in 1970 were in education with additional small clusterings in the biological, mathematical and physical sciences. Over half of the bachelors degrees awarded in 1970 were in education, with significant numbers also in the social sciences, English and journalism, and foreign languages and literature.

Student Quality

The average Scholastic Aptitude Test score (composite mathematics and verbal components) registered by 173 entering students in the fall of 1965 was 530. The average declined to 498 among the 139 students in the fall of 1970.

Nineteen among 173 entering students in the fall of 1965 held scholarships, compared with 54 among the 141 entering in the fall of 1970. State scholarships represented four in the earlier year and nine in the more recent year. Students receiving bachelors degrees and going on for full-time graduate study numbered nine in 1966 and seven in 1970. The college reports many graduates continue graduate study on a part time basis. Four of the nine and three of the seven, respectively, received a scholarship aid of some sort for graduate study.

Institutional Quality

The college faculty includes 44 full-time members in the 1970-71 academic year, of whom 64 percent hold a terminal degree. The corresponding 1965-66 figures are 40 members, 55 percent with terminal qualifications Religious represent 9 members of the 1970-71 full-time faculty and 11 members in the 1965-66 full-time faculty. In the earlier year, 24 part-time faculty members represented 12 full-time positions, while in the current year 26 part-time members represent 15 full-time positions.

The American Association of University Professor rankings of the average salaries paid by the college in 1969-70 are D for professors and associate professors, C for assistant professors and B for instructors. In both 1965-66 and 1970-71, the average salaries at each rank were equal to or near the lowest reported by any private institution in the state including the two-year institutions. (Only the salaries of lay members of the faculty are represented in these averages.)

The college reports that its ratio of students (FTE) to faculty (FTE) declined from 11.5 in 1965-66 to 10.5 in 1970-71. Except for one full time faculty member who teaches less, all full-time faculty members teach 12 hours per week.

Library holdings are 100 volumes per full-time equivalent student, while library expenditures in 1970-71 were $87 per full-time equivalent student, up from $74 in 1965-66.

Financial Condition

The college reports a deficit in current operating funds of $21,000 in 1970-71, reflecting deficits of $1000 in student aid grants and $83,000 in educational and general, more than offsetting the $63,000 surplus reported in auxiliary enterprises. The 1965-66 surplus of $11,000 in current operating funds resulted from the $23,000 surplus in educational and general more than offsetting the deficits of $12,000 in student aid grants and $500 in auxiliary enterprises. The income from tuition represents 69 percent of the revenues in the educational and general fund, augmented by contributed services, which account for 19 percent. In 1965-66 tuition represented 67 percent, while contributed services accounted for 21 percent.

The college reports an endowment of $210,000 in 1970, no loan funds, and a net investment in plant of $6.6 million, up from $5.7 million in 1965. The long-term indebtedness of the college has declined slightly from $1.9 million in 1965 to $1.8 million in 1970. Of the latter total, $1.5 million is payable 10 years in the future, while only $130,000 is payable within five years. Debt service and retirement expenses were $80,000 in 1969-70, up from $56,000 in 1965-66.

Physical Plant

The physical plant of the college contains a total of 305,000 square feet, of which 129,000 square feet is non-residential space, all of it in use. All space is reported in satisfactory condition, and no maintenance has been deferred beyond 12 months. Existing non-residential space could accommodate an increment of 230 students (FTE) above the present college enrollment.

11. SILVERMINE COLLEGE OF ART

Enrollment

The college enrolled 74 full-time undergraduate students in 1965-66 and 10 full-time unclassified students. These were approximately evenly divided between men and women. In 1970-71, full-time undergraduate enrollment reached 174. Eight full-time students in the unclassified category and 21 part-time students combined with the full-time undergraduate enrollment to produce an equivalent full-time enrollment of 189 students.

As a percentage of the full-time undergraduate student body, Negro students increased from 1 percent in 1965-66 to 3.5 percent in 1970-71. In the latter year an additional 1 percent of the student body were from other minority groups. The proportion of students from Connecticut declined during that period from 75 percent to 57 percent, while the percentage with public high school backgrounds remained at 99 percent.

Degrees Granted

The number of Associate in Art degrees increased from 14 in 1965 to 62 in 1970. This is the only degree awarded by the college.

Student Quality

The college does not require applicants to present scores from tests administered by either the College Entrance Examination Board or the American College Testing Program. No students in the 1965 or 1970 entering classes held scholarships. Since the institution awards only associate degrees, no information on the proportion going for post-bachelor level studies was available.

Institutional Quality

The institution's full-time faculty grew from 6 to 12 members between 1965-66 and 1970-71. None is reported as holding the terminal degree, though this must be interpreted in light of the special nature of the institution's curriculum, which emphasizes the arts. In both years, three part-time faculty members taught the equivalent of one full-time faculty position.

No faculty salary figures are available for 1965-66. Reported average salaries for associate professors are lowest of all private schools in Connecticut. Average salaries for assistant professors are larger than three reporting institutions, while average instructors' salaries are lowest among all private institutions in the state. No American Association of University Professor rankings of the college's salaries are available.

Among the full-time faculty, all but two are reported teaching 12 hours or more per week.

Financial Condition

In the year 1965-66, the college reported a deficit on current operations of $18,000, composed of a $20,000 deficit in educational and general expenses and a $2000 surplus on auxiliary enterprises. In 1969-70, a surplus on current operations of $79,000 resulted from surpluses of $98,000 in educational and general expenses and $1000 in auxiliary enterprises more than offsetting a $20,000 deficit in student aid grants.

The percentage of educational and general fund revenues represented by student tuition and fees declined from 84 percent in 1965-66 to 80 percent in 1969-70.

The college had no outstanding long-term debt in 1966 or 1970. No funds were expended for capital purposes in either year. The college holds no endowment, but reports a $79,000 investment in plant.

Physical Plant

In 1971, the college reports utilizing 18,000 square feet of non-residential space, 75 percent of which is reported in satisfactory condition and the balance in fair condition. No maintenance has been deferred beyond 12 months. All space is in use and accommodates 200 full-time equivalent students. No estimates of desired renovation have been provided, though it is reported that "renovation that is required would not add available net square feet but would allow for better usage of existing square footage."

12. TRINITY COLLEGE

Enrollment

Trinity reports an enrollment of 1487 full-time undergraduate students in 1970-71, of whom nearly 400 are women. By contrast, the 1965-66 full-time undergraduate body consisted of 1106 men and no women. Eighteen full-time graduate students and four full-time students in an unclassified category raised the 1970-71 full-time enrollment to 1509. Four hundred and fifty-nine part-time students, practically all at the graduate level, bring the college's FTE enrollment in 1970-71 to 1661, compared with 1284 in 1965-66.

The percentage of the student body from Connecticut is stable at 27 percent in 1965-66 and 26 percent at the present. The percentage of students from public high schools has declined during the same period from 62 percent to 50 percent. Six percent of the present student body are minority group members, up from less than 1 percent in 1965-66.

Degrees Granted

The college awarded 322 degrees in 1965, of which 72 were masters and the balance bachelors. Of the total of 400 awarded in 1970, 93 were masters and the remainder bachelors. Large groupings of masters are awarded in foreign languages and literature, education, English and journalism, and the social sciences, with smaller numbers in physical sciences, mathematical sciences and philosophy. The largest share of bachelors degrees, roughly one-third, are in the social sciences. Other significant groupings of bachelors degrees are awarded in English and journalism, psychology, and the biological sciences. Religion, mathematical sciences, philosophy, physical sciences, foreign languages and literature, and engineering account for the balance in that order.

Student Quality

Scores on only the verbal portion of the Scholastic Aptitude Test are available, and show that the average for 332 entering students in the fall of 1965 was 613. The average among 412 entering students in the fall of 1970 is 622. One hundred and four of the 325 entering students in the fall of 1965 held some form of scholarship, including eight state scholarships. Ninety-one students among the 405 entering in the fall of 1970 held scholarships, including three National Merit Scholarships and 13 state scholarships.

In 1965, 124 of the 250 students receiving bachelors degrees pursued graduate study, nearly 50 percent of the class. Among these, one received a National Science Foundation scholarship, one a Woodrow Wilson Fellowship and 28 received other forms of scholarship. Of the 307 recipients of bachelors degrees in the 1970 graduating class, 135 continued with graduate study, including two National Science Foundation scholarship winners, two Woodrow Wilson Fellowship winners and 20 recipients of other forms of scholarship aid for graduate study.

Institutional Quality

Seventy percent of the 121 members of the 1970-71 full-time college faculty held terminal degrees, in contrast to 61 percent of the 113 members of the full-time 1965-66 faculty. Eight part-time members, teaching the equivalent of four full-time members, augmented the 1965-66 faculty, while 12 part-time members carried a load equivalent to 6 2/3 full-time members in the 1970-71 faculty.

The salary levels of the college, by rank, were judged by the American Association of University Professors during 1969-70 to be at the B level for professors and associate professors and the A level for assistant professors and instructors. 1970-71 average salaries were above the median among the reporting private four-year Connecticut institutions at the professor and instructor ranks but below the median for the associate and assistant professor ranks (only Yale not reporting).

Between 1965 and 1970 the ratio of students (FTE) to faculty (FTE) has grown from 11.0 to 13.0. The teaching load for full-time members of the faculty is between 9 and 11 hours weekly, except for department chairmen who teach between 6 and 8 hours.

The college's library holdings average 285 volumes per full-time equivalent student, while expenditures in 1970-71 were $199 per student (FTE), significantly above the $149 level reported in 1965-66. These are the highest holdings and expenditures per student for reporting institutions (Annhurst, Wesleyan and Yale not reporting).

Financial Condition

In the year 1969-70, the college experienced a deficit in current operating funds of $320,000, reflecting deficits of $341,000 in student aid grants and $202,000 in auxiliary enterprises, partly offset by a surplus of $222,000 in educational and general. Results in the 1965-66 year produced a $2000 surplus, formed by deficits of $103,000 in student aid grants and $69,000 in auxiliary enterprises being more than offset by the $174,000 surplus in educational and general. Tuition accounted for 65 percent of revenues in the educational and general fund in the earlier year and 67 percent in the more recent year. Endowment income provided 20 percent and 18 percent in these years while private gifts provided 10 percent in each year.

The assets of the endowment fund rose from $14 million in 1965-66 to $18.6 in 1969-70. During the same period, net investment in plant rose from $14.2 million to $23.4 million. Loan funds grew from $547,000 to $856,000.

Long-term debt stood at $5.3 million in 1970, of which $4.1 was payable ten years or more in the future and non payable in less than five years. At the end of the 1965-66 year, long-term debt stood at $3 million, with $2.4 million payable ten years or more in the future and none payable in less than five years.

Physical Plant

The college has a total of 437,000 square feet of non-residential space available, all of which is in use. The college reports approximately two-thirds of its total space, which is close to 700,000 square feet when residential space is included, is in satisfactory condition, with the balance in fair condition except for one structure of approximately 35,000 square feet in poor condition and due to be demolished. The college has deferred for more than 12 months maintenance tasks on its physical plant which will cost $1,355,000 to perform. The college indicates that its present capacity for enrollment is restricted by food and dormitory space to a ceiling of 1525 full-time students. A further inquiry regarding the capacity of existing space expressed on a full-time equivalent student basis, excluding considerations of dormitory capacity, went unanswered.

13. UNIVERSITY OF BRIDGEPORT

Enrollment

In 1970-71 the university enrolled 5021 full-time students of whom all but 267 were full-time undergraduate students, with a slight majority of men. An enrollment of approximately 3800 part-time students brought the university's full-time equivalent enrollment to 5957. In 1965-66, 4072 full-time students and 3866 part-time students formed a student population of 5618 equivalent full-time students. The university has provided no information on any of the social or educational characteristics of its student body.

Degrees Granted

In 1970, the university awarded 1498 degrees, including 149 associate degrees, 984 bachelors degrees and 359 masters degrees. Comparable figures in 1965 were 152, 581, and 229, for a total of 962. Degrees in education represented 45 percent of the bachelors degrees awarded in 1965 compared with only 25 percent of those awarded in 1970. Rapid growth in the number of degrees in the business administration and social science areas made up for the drop in education. Other areas with large concentrations of degrees in 1970 include English and journalism, health professions, engineering, biological sciences, psychology and fine and applied arts. In 1965, virtually all of the masters degrees awarded were in education, with small numbers in engineering and business. In 1970, two-thirds of the degrees at the masters level were in education, with additional concentrations in business administration, social sciences, engineering and English.

Student Quality

Among 1838 entering students in 1965, the average composite score on the Scholastic Aptitude Test was 525, while the average among 927 entering students in 1970 was 538. The university reports that 20 percent of entering freshmen received some form of scholarship assistance in the fall of 1970, with no comparable data for 1965 reported.

Institutional Quality

In the university's 1970-71 full-time faculty of 341 members, 45 percent hold terminal credentials in their field, in contrast to 32 percent of the 230 full-time members of the faculty in 1965-66. Two hundred and eight part-time members are included in the 1970-71 faculty, responsible for 72 full-time equivalent faculty positions. One hundred and fifty-eight part-time members were included in the 1965-66 faculty with responsibility for 53 positions.

Based on the average salary paid in the 1969-70 year, the American Association of University Professors ranked the University's salaries for professors at the C level, associate professors and assistant professors at the A level, and instructors at the AA level. The university's 1970-71 salaries place it among the top two or three four-year private institutions of the 12 providing salary information for 1970-71 in Connecticut. (Only Yale is excluded.) The university has shown decided improvement in its salary scales relative to other private institutions in the state since 1965-66.

Between 1965 and 1970, the university's ratio of students (FTE) to faculty (FTE) has declined from 19.9 to 15.3. All full-time faculty members teach between 9 and 11 hours a week.

The university's library holdings average 27 volumes per full-time equivalent student, while library expenditures have grown from $37 per full-time equivalent student in 1965-66 to $77 in 1970-71.

Financial Condition

The university realized a current surplus in operating funds for 1965-66 of $707,000, from which "capital items and transfers" of $688,000 were deducted to obtain the reported surplus of $19,000. The realized surplus resulted from a surplus in the educational and general fund of $1,031,849, offset in part by deficits of $273,559 in student aid grants and $51,464 in the auxiliary enterprises. In 1969-70, the current surplus in operating funds was $4000, the result of a surplus of $524,000 in educational and general offset by deficits of $514,000 in student aid grants and $7000 in auxiliary enterprises.

The university has not reported fund assets or liabilities for any year, nor have the expenditures or sources of funds for capital purposes been reported. Fund revenues by sources and expenditures by function are available. The percentage of current revenues in the educational and general fund represented by tuition declined slightly from 92 in 1965-66 to 90 in 1969-70.

The university's long-term debt declined from $11,449,000 in 1966 to $10,741,000 in 1970. In both years, virtually all of this indebtedness was payable 10 or more years in the future.

Physical Plant

The university reports that its non-residential facilities contain a total of 629,000 square feet, of which 92 percent is classified as in satisfactory condition, with the balance in fair condition. $70,000 worth of maintenance on these facilities has been deferred more than 12 months.

Of the available space, 595,000 square feet is in use, but the university has not indicated that it could accommodate more than its current full-time equivalent student enrollment in its total space, including that not now in use.

14. UNIVERSITY OF HARTFORD

Enrollment

The university's 1970-71 full-time enrollment of 3950 students is roughly 60 percent male and over 90 percent undergraduate. The university enrolls an additional 5000 part-time students who combine with the full-time students to yield a total student body (FTE) of approximately 6000. In 1965-66, the student body numbered approximately 4700 (FTE) of whom 2268 were full time. Some 44 percent of the present student body are Connecticut residents. Information on the income, ethnic and educational backgrounds of the student body was not provided.

Degrees Granted

In 1970, the university awarded 930 degrees, including 592 bachelors, 312 masters and 26 associate degrees. In 1965, 405 bachelors degrees, 203 masters and 67 associates were awarded for a total of 675. Nearly three-fourths of the masters degrees awarded are in education, with one-fifth in business administration and the balance scattered through the humanities areas. Business administration and education, in roughly equal numbers, together account for slightly over half of the bachelors degrees awarded. Other areas with significant concentrations include engineering, English and journalism, fine and applied arts, psychology, and the social sciences. All associate degrees are associate in arts.

Student Quality

The only available evidence on student quality are mean scores on the Scholastic Aptitude Tests. In 1970, entering students averaged 501 on the verbal and 528 on the math portions of the test, while in 1965 the corresponding measures were 494 and 505. The 1970 entering class included one winner of a National Merit Scholorship.

Institutional Quality

In the year 1970-71 the university's full-time faculty is 273 including 38 percent with terminal degree qualifications, compared with a faculty of 130 full-time members, 32 percent possessing the terminal degree in 1965-66. A spokesman for the university stressed that faculty members in its schools of art and music frequently hold professional credentials in their fields which do not qualify as terminal degrees under the HEGIS definition. The full-time faculty is augmented by 230 part-time members, who teach a course load equivalent in 68 full-time faculty members. This 1970-71 figure is down slightly from 72 full-time equivalent faculty members represented by the 250 part-time teachers in the 1965-66 staff.

Ratings by the American Association of University Professors, based on the average compensation paid all full-time faculty in 1969-70 show the university with a C rating at the full professor level, A ratings at the associate and assistant professor and an AA rating at the instructor level. The three lower ratings represent improvements over the preceding year. The university's overall rating, based on the lowest of these, is C. The university's salaries are above the median among the 11 four-year institutions reporting in this study. Improvement over 1965-66 levels is evident from the salary figures reported for that year, as well as the AAUP notation of an improvement over the 1968-69 levels. The university reports a marked decline in its ratio of total students (FTE) to total faculty (FTE) from 23.1 in 1965-66 to 17.5 in 1970-71. Slightly over 50 percent of the full-time faculty teach 12 hours or more per week, while less than 15 percent carry a teaching load of under nine hours.

The university's library holdings represent 27 books per student (FTE), while expenditures on library resources and services in 1970-71 are $30 per student (FTE). The latter is the lowest among the comparable figures reported by other private institutions in the state, but must be interpreted with recognition of the large part-time enrollment represented in the university's total student body (FTE).

Financial Condition

In 1969-70, the university reported an $836,000 surplus in current operating funds, representing a $750,000 surplus in educational and general, $4000 in student aid grants and $82,000 in auxiliary enterprises. In 1965-66 the $751,000 surplus in these funds consisted of $643,000 in educational and general, $135,000 in auxiliary enterprises, together offsetting a deficit of $28,000 in student aid grants. In 1969-70, tuition represented 80 percent of the revenues in the educational and general category, which in turn provided 85 percent of the total current revenues. Comparable 1965-66 figures were 82 and 89 percent respectively.

From $2.8 million in 1966 the university endowment has grown to $4.0 million in 1970. During the same period, the university's long-term indebtedness rose from $1.5 million to $16.5 million. A repayment schedule for this indebtedness was not provided by the university. Plant assets worth $33.2 million at cost price are reported for 1970-71.

Physical Plant

The university's physical plant includes 478,000 square feet of non-residential space and 547,000 square feet of dormitory space, for a total of 1,025,000 square feet. This space is all reported to be in satisfactory condition, with no maintenance deferred beyond 12 months and no renovation needed or contemplated within the next five years. The university could accommodate between 300 and 400 additional commuting students with its present facilities.

15. UNIVERSITY OF NEW HAVEN

Enrollment

The university reports a 1970-71 enrollment of 2432 full-time students, 90 percent men and 97 percent undergraduate. Twenty-three hundred and eighty-one part-time students bring the total enrollment (FTE) to 3383. In 1965-66, total enrollment (FTE) was 1788, slightly over half of the more recent total. The composition of the smaller student body was approximately the same as in the more recent year.

The university has provided no information on the family income or ethnic backgrounds of its students. The proportion of Connecticut students in the student body has declined from 98 percent in 1966 to 90 percent at present. In the same span of time the percentage of the associate degree candidates coming from public high schools has remained relatively stable at 98 percent, while the percentage among the bachelors degree candidates has remained stable at a slightly lower level, approximately 95 percent.

Degrees Granted

In 1965, the university awarded 282 degrees, of which 95 were associate degrees and 187 bachelors degrees. In 1970, the total rose to 576, including 128 associate degrees and 448 bachelors degrees. The associate degrees are all Associate in Science degrees in the business, engineering, and science-related areas. Ten law enforcement associate degrees were awarded in 1965 but none in 1970.

In 1965 all bachelors degrees were in either business or engineering, with business predominating. In 1970, half of the bachelors degrees were in business, one third in engineering with the balance approximately evenly divided between social sciences and English and journalism. Small numbers were awarded in physical sciences and mathematical sciences.

Student Quality

The college does not require entering students to offer scores on either of the national entrance tests, therefore no scores are available. The university reports that "we encourage students to submit test scores" but that "it is felt that just listing SAT scores, therefore, would not be a good measure of student 'quality'."

Among 491 entering students in the fall of 1970, 12 had state scholarships and 38 other types of scholarships.

Among the 448 recipients of bachelors degrees in 1970, the university reports that 25 percent continued with graduate study, 26 on a full-time basis and the remaining 86 on a part-time basis.

Institutional Quality

The university's full-time faculty in 1965-66 included 53 members, of whom 25 percent held terminal credentials. The faculty grew to 111 members in 1970-71, with 28 percent holding doctors or first professional degrees. The full-time faculty in 1965-66 was augmented by 110 part-time faculty members, collectively responsible for 65 full-time equivalent positions. In 1970-71, 81 full-time equivalent positions were handled by 229 part-time members of the faculty.

The American Association of University Professors ranked the university's average 1969-70 salaries at the C level for professors, the B level for associate professors, the A level for assistant professors and the AA level for instructors. The ranking at the professor level represented an improvement over the prior year. At each rank except for professor, the university's salaries were among the highest in the state among the 11 private four-year institutions reporting in 1965-66, although by 1970-71 they had declined to approximately the median level among the 12 private four-year institutions reporting. In both years the average salary at the professor level was nearly the lowest reported in the state.

The university's ratio of students (FTE) to faculty (FTE) has grown from 15.2 in 1965-66 to 17.6 in 1970-71. All members of the full-time faculty teach 12 hours or more per week.

Library holdings are 16 volumes per full-time equivalent student, lowest among the four-year private institutions in the state, while the library expenditures are $52 per full-time equivalent student, down from $72 in 1965-66. The current level is next to the lowest in the state.

Financial Condition

The university reports a surplus in net operating funds of $356,000 in 1969-70, representing a surplus of $491,000 in educational and general, diminished by deficits of $115,000 in student aid grants and $20,000 in auxiliary enterprises. 1965-66 operations yielded a current surplus of $18,000, arising from a surplus of $96,000 in the education and general fund, offset in part by deficits of $41,000 in student aid grants, and $37,000 in auxiliary enterprises. In both 1965-66 and 1970-71 the university generated 99 percent of its educational and general revenues through tuition.

An endowment of $112,000 is reported in 1970, up from $46,000 in 1966. In the same period, net investment in plant has grown from $2.6 million to $3.8 million. However, the university's long-term debt has risen from $808,000 to $4.4 million over the period. $4.2 million of the current long-term debt matures ten years or more from 1970.

Physical Plant

The university's physical plant includes 157,000 square feet of net assignable space, of which 27,000 is in a single dormitory structure and the balance in non-residential space. Fifty percent of the total (including the dormitory) is reported in satisfactory condition and the balance in fair condition. The satisfactory space has all been constructed since 1965, while the fair space is in buildings 60 years or older which were renovated in 1960. $120,000 worth of maintenance on these three buildings has been deferred more than 12 months.

Of the 130,000 square feet of non-residential space available, 102,000 is currently in use. The university reports its facilities can accommodate a full-time equivalent enrollment of 3000, which is significantly below the reported current full-time equivalent enrollment. No explanation has been given for this discrepancy, nor why the availability of the presently unused space would not increase the university's enrollment capacity.

16. WESLEYAN UNIVERSITY

Enrollment

The university's enrollment is predominantly full-time, male and undergraduate. In 1970-71 there were 1252 undergraduate men and 178 undergraduate women, 130 full-time graduate students and 297 part-time students. Full-time equivalent enrollments not provided. In 1965-66, the university enrolled 1,223 full-time undergraduate men students, five undergraduate women students on a part-time basis, 184 full-time graduate students, and 42 part-time students. Again, full-time equivalent enrollment has not been provided.

A pronounced shift in the family income distribution of undergraduate students is evident from the income distributions provided. The proportion of the student body from families with incomes of under $5000 grew from 5 percent in 1965-66 to 11 percent in 1970-71. At the same time, the percentage of students with family incomes of $20,000 and over rose from 40 to 59. Thus, there has been a decline of 25 percentage points in the proportion of the student body coming from "middle income" families, i.e., those with family incomes between $5000 and $20,000. This pattern of change is explained in part by the very large increase in the percentage of the undergraduate students from minority groups. Negro students grew from 1 percent of the student body in the earlier year to 14 percent in the current year. Other minority group members increased from near zero to 2 percent of the student body. The proportion of students from Connecticut was 18 percent in 1965-66 and 19 percent in 1970-71. The proportion with public high school backgrounds grew from 66 percent to 71 percent in the same period.

Degrees Granted

The university awarded 336 degrees in 1965, including one doctorate and 99 masters degrees. The balance were bachelors degrees. In 1970, 500 degrees were awarded, including 5 doctorates and 178 masters.

In 1965, 45 bachelors were awarded in English, and 36 in the social sciences, with lesser numbers in political science, biological sciences, foreign languages, psychology, fine and applied arts, mathematical sciences, religion and philosophy in that order. Three-fourths of the masters degrees awarded in 1965 were in education, with the balance distributed among physical sciences, fine and applied arts, biological sciences, mathematical sciences, English and the social sciences. The lone doctorate was in mathematical sciences.

In 1970, the number of bachelors degrees awarded in social sciences was almost four times as large and represented almost half of the bachelors awarded. All other fields were again represented at the bachelors level, with declines in only the biological and physical sciences. In 1970, no masters degrees were awarded in education, with the dominant fields becoming English, mathematical sciences and social sciences. Smaller numbers of masters degrees were awarded in foreign languages and literature, fine and applied arts, physical sciences, biological sciences and psychology. Twenty-nine masters degrees were reported in "broad general curriculums and miscellaneous fields of study." The doctorate degrees were in mathematical sciences, biological sciences, and physical sciences.

Student Quality

Among 388 entering students in 1965 for whom Scholastic Aptitude Test scores are reported the average verbal score was 645 and the average mathematics score was 666 for a composite of 656. Corresponding figures for the same number of entering students in 1970 are 648 and 653, for a composite of 650. These are the highest figures for any of the institutions reporting (Yale is not included).

Among the 385 entering freshmen in the fall of 1965, 153 held scholarships, including 11 National Merit Scholarships, eight state scholarships and 119 Wesleyan scholarships. Among the 384 freshmen in 1970, 272 held scholarships, including 13 National Merti Scholarship, 20 state scholarships and 189 Wesleyan scholarships.

Among the 317 students earning bachelors degrees in 1970, 213, or two-thirds, went on for graduate study, two with National Science Foundation scholarships, nine designated as Woodrow Wilson scholars and 43 with other scholarships.

Institutional Quality

The full-time faculty grew from 151 members in 1965-66 to 230 members in 1970-71. Approximately three-fourths of the faculty in each year held terminal credentials. The full-time faculty in the former year was augmented by 22 part-time members filling the equivalent of 6.2 full-time positions. In the current year, 33 part-time faculty members are responsible for the equivalent of 10 full-time positions.

The university's average faculty salaries by rank in 1969-70 were graded AA by the American Association of University Professors in all ranks except professor, where they were graded A. These are the highest rankings achieved by any ranked institution in the state, matched only by Yale.

All members of the university faculty are reported to teach between 6 and 8 hours per week.

Financial Condition

The university reports a deficit in current operating funds in 1969-70 of $4.8 million, resulting from a $3.8 million deficit in educational and general, a $625,000 deficit in student aid grants and a $399,000 deficit in auxiliary enterprises. In 1965-66, the overall defict was $326,000, when deficits of $276,000 in student aid grants and $209,000 in auxiliary enterprises more than offset a surplus of $159,000 in educational and general. In that year, only 34 percent of the revenues in the educational and general fund were derived from tuition, with 46 percent coming from endowment income, 7 percent from private gifts and 9 percent from sponsored research. In 1969-70, revenues from tuition represented 22 percent of revenues in the educational and general fund, while endowment income provided 63 percent of the total revenues, private gifts 3 percent and sponsored research 10 percent. The sizeable increase in the relative importance of endowment income is attributable to a transfer to the current fund of $4.8 million derived from "gain on investments".

In 1965-66, $326,000 from "gain on investments" was applied for this purpose. In effect, the university in these years has transferred from the endowment fund the appropriate amount required to balance revenues and expenditures form current funds.

Between 1965-66 and 1969-70, the university's endowment rose from $86.5 million to $113.9 million. During this same period, net investment in plant increased from $31 million to $54.8 million. The university's indebtedness in 1970 was $1.5 million, down from $1.6 million in 1966. More than three-fourths of this debt was payable 10 or more years in the future.

Physical Plant

The total academic and residential space available is 992,000 square feet, of which 86 percent is reported in satisfactory condition, 12 percent in fair condition and 2 percent in poor condition. The university also owns and rents to faculty and students 203 houses containing 560,000 square feet on which condition has not been reported. On the 992,000 square feet of academic and residential space the university reports maintenance deferred more than 12 months valued at $3,115,000.

Eighty-one thousand square feet of non-residential space is available for use, of which 667,000 square feet is in use. The available space is completely utilized by the student body.

Six hundred and eighty-one thousand square feet of non-residential space is available for use, of which 667,000 square feet is in use. The available space is completely utilized by the student body.

17. YALE UNIVERSITY

Enrollment

The university enrolled 8,178 full-time students in 1965-66, including 4,085 full-time graduate students and 4,093 undergraduates, all men. By 1970-71, the total had increased to 8,927, including 4,204 graduate students and 4,723 undergraduates, of whom 769 are women. Yale reports that its student body includes no part-time students.

No information on the family income, ethnic, residential, or educational backgrounds of the university's students was made available.

Degrees Granted

The university awarded 2361 degrees in 1965, including 961 bachelors, 768 masters, 297 Ph.D.'s, and 335 first professional degrees. The 1970 total degrees awarded came to 2369, representing 949 bachelors degrees, 769 masters degrees, 351 Ph.D.'s and 300 first professional degrees.

Approximately one-third of the bachelors degrees in both years were in the social sciences, with another one-sixth in English. The other half were spread widely among the science and humanities areas. The only professionally oriented fields in which bachelors degrees were given were engineering and architecture. At the masters level, the concentration was less, although 20 percent were awarded in the social sciences. The only other field in which more than 10 percent of the masters were given was fine and applied arts. Professionally oriented masters were given in architecture, city planning, education, engineering, forestry, health professions and law, with the balance in the traditional science and humanities area. Roughly 20 percent of the Ph.D.'s were in the social sciences. Other fields in which 10 percent or more of the Ph.D.'s were awarded include biological sciences, foreign languages, and the physical sciences. Ph.D.'s were also given in engineering, English, fine and applied arts, forestry, health professions, law, mathematical sciences, philosophy, psychology, and religion.

Among the first professional degrees, the decline in the number of degrees awarded was entirely in the area of law, where a 25 percent drop in the number of degrees reduced the share from 50 percent to 40 percent among all first professional degrees. Increases in degrees in medicine, theology, and fine arts compensated for this decline. Bachelors in architecture declined as well.

The university has reported bachelors degrees in architecture and in fine arts as first professional degrees, as well as reporting bachelors degrees awarded to students who majored in architecture or fine arts. The former are presumably degrees earned through study beyond the first four years.

Student Quality

Among 1,018 entering students in 1965, 31 scored below 500 on the verbal portion of the Scholastic Aptitude Test while 199 scored between 700 and 800. In 1970, among 1,012 entering students, eight had verbal scores below 500, while 528 reported scores between 700 and 800.

No information is available on the numbers of scholarships held by entering students in 1965 or 1970, nor has information been provided on the proportion of graduating seniors going on for graduate study in 1966 or 1970.

Institutional Quality

The full-time faculty grew from 754 in 1965-66 to 824 in 1970-71. The number of terminal degree holders in the instructor and lecturer categories in 1965-66 was not reported, but all other full-time faculty members in both years are reported to hold the terminal degree. No information on part-time faculty members was provided.

In 1965-66, the university's salary level at the professor and associate professor rank was higher than any other private institution in the state, while the assistant professor level was exceeded by three institutions and the instructor level by two. Again, in 1970-71, the university's average salary level for professors was above any other institution in the state. The associate professor salary level was exceeded at one institution, the assistant professor level at five, and the instructor level at three. The university's salaries during 1969-70 were ranked by the American Association of University Professors with an A grade at the professor rank and AA grade in all other ranks. These rankings are equalled among all public and private institutions of higher education in Connecticut only by Wesleyan University.

No information on the teaching loads of full-time faculty members was provided.

Financial Condition

The university reports a deficit on current operations of $1.4 million in 1965-66 and $1.8 million in 1969-70. The earlier deficit resulted from a $3.7 million deficit in auxiliary enterprises more than offsetting a $2.3 million surplus in the educational and general fund. In the more recent year a surplus on auxiliary enterprises of $709,000 failed to offset the $2.5 million deficit in the educational and general fund. Student aid grant funds are shown as in perfect balance in both years, presumably the result of automatic adjustments of transferred revenues from other funds to equalize the student aid provided. In 1969-70, tuition income accounted for only 18 percent of the revenues in educational and general funds, while endowment income is 30 percent, sponsored research 29 percent, and gifts and grants 6 percent. In comparison with 1965-66 sources, this represents a greater reliance on endowment, and reduced reliance on tuition income.

The university notes that the deficit on current operations in 1965-66 was "offset by Reserve Funds Appropriation and included in Other Sources of Revenue." The 1969-70 deficit was "offset by Income Stabilization Fund Appropriation and included in Endowment Income." This treatment of the deficit in the later year in part accounts for the apparent higher reliance on endowment income as a source of revenue for the educational and general fund.

Endowment rose in value from $397,000,000 in 1966 to $496,000,000 in 1970. No report on the value of plant was given.

The university's long-term debt stood at $970,000 in 1966 and $890,000 in 1970. It has been noted that the latter figures "do not include about $12 million of financing by Connecticut Health and Educational Facilities Authority in behalf of Yale."

Physical Plant

The total non-residential space available is 5,608,000 square feet, of which 5,583,000 square feet is in use. All but 0.5 percent of the space is in satisfactory condition, although maintenance deferred beyond 12 months on the non-residential space is estimated at $335,000. The small amount of vacant space would not provide for any increase in the university's full-time equivalent student capacity.

The university sees no near opportunity to expend funds on renovation to increase its enrollment capacity for the fall of 1975. "Plant facilities, exclusive of housing, can absorb the expected increase in enrollment without the addition of new buildings or major renovations to existing buildings."

CHAPTER V

PROJECTED INSTITUTIONAL PROFILES

INTRODUCTION

The private institutions of higher education in Connecticut, 13 four-year institutions and four two-year institutions, have, in varying degrees of completeness, planned their futures and described these plans in information provided for this study. Most of the institutions foresee some growth in enrollment, though not all. The rate of growth and resulting requirements for faculty and physical plant vary greatly among institutions. The older institutions, several possessing extensive physical plants and established faculties, contemplate little or no growth in enrollment, while some of the younger institutions expect to continue their recent rapid growth.

The financial outlook is pessimistic for many, though not all. Some institutions project operating surpluses, arising either from surpluses in the educational and general fund or auxiliary enterprise fund. All foresee deficits in the student aid grants fund. Tuition income in several of the younger institutions is expected to combine with a surplus on the operation on auxiliary enterprises to overcome deficits in current operating expenses and in student aid grants. At least one older institution tends to see this as a losing battle and projects overall current deficits becoming more grievous with the passage of time.

The profiles reported are based on forecasts provided by the institutions and are necessarily fragmentary where these forecasts were not made. In addition to financial and enrollment outlooks, some evidence on student characteristics and distribution of degrees by subject area is available.

1. ALBERTUS MAGNUS COLLEGE

Enrollment

The college projects an entering freshman class in the fall of 1975 made up of 60 men and 120 women with a total full-time enrollment of 651. Full-time enrollment by 1980-81 will reach 770. Emphasis will remain on bachelors level work. The family income distribution of students is projected to show little change from the present, adjusted for inflation. Enrollment of minority students is projected at 15 percent in 1975-76 and 30 percent in 1980-81, evenly distributed in both years among Negro, Spanish surname and other minority groups. Connecticut residents are projected at 65 percent of the 1975-76 student body and 70 percent of the 1980-81 student body. The percentage of the student body with a public high school background is expected to reach 61 percent in 1975 and 70 percent in 1980. The latter projection undoubtedly includes an allowance for a diminishing role for the Catholic secondary schools.

Degrees Granted

The college forecasts 128 bachelors degrees to be awarded in 1975 and 150 in 1980, with no change in the distribution among the fields from the present.

Institutional Quality

The college plans a full-time faculty of 42 in 1975-76, with 69 percent holding doctorate or first professional degrees. The faculty will grow to 50 full-time members by 1980-81, 74 percent of whom will possess terminal qualifications. Among eight four-year institutions providing salary forecasts, the college is lowest or next to lowest in all ranks in both 1975-76 and 1980-81. The ratio of total students (FTE) to total faculty (FTE) will reach 14.0 in 1975-76 and decline slightly to 13.9 in 1980-81 according to college projections. Library expenditures per student (FTE) will rise to $106 in 1975-76 and $127 in 1980-81.

Financial Condition

In 1975-76 the college anticipates a surplus in current operating funds of $460,000, including surpluses of $332,000 in auxiliary enterprises and $197,000 in educational and general, offset by a deficit of $69,000 in student aid grants. By 1980-81, the surplus in current operating funds will rise to $535,000, consisting of $443,000 in auxiliary enterprises, $185,000 in educational and general, and a deficit of $92,000 in student aid grants. Tuition will represent 61 percent of revenues in the education and general fund, with contributed services accounting for an additional 18 percent. The percentage of operating fund expenditures committed to physical plant will decline to 18 percent in 1975-76 and 16 percent in 1980-81. The college's long-term indebtedness will decline to $1,366,000 by 1975-76, of which $244,00 will be payable within five years. Indebtedness will drop to $989,000 by 1980-81, with $274,000 of the total payable within five years from that date. The schedule of sources and expenditures of funds for capital purposes suggest that 1.5 million will be borrowed during 1980-81, though this is not reflected in the forecast of outstanding long-term debt at the end of that year. A projected sharp rise in debt service charges from the 1975-76 level of $46,000 per year to a 1980-81 level of $124,000 per year is consistent with this forecast of growth in debt that year.

Space Availability

The college cites no need for funds to remodel existing facilities between now and 1975 in order to realize the maximum potential FTE enrollment which can be accommodated in existing college facilities. This maximum is 1,000, nearly double 1970-71 enrollment and can be accommodated in the facilities in their present condition.

2. ANNHURST COLLEGE

Enrollment

The college projects a 1975-76 enrollment of 550 full-time women undergraduates and 36 part-time women undergraduate students. This includes a freshmen class of 200 women. By 1980-81 a full-time enrollment of 600 undergraduate women is predicted with 55 part-time women undergraduates. An entering class of 225 is forecast for the fall of 1980.

The 1975-76 student body will have 5 percent Negro students, with 10 percent predicted for the 1980-81 student body. Connecticut students will comprise 55 percent of the 1975-76 student body and 60 percent by 1980-81. The former class is expected to have 65 percent students with public high school background, rising to 70 percent by 1980-81.

Degrees Granted

No information was provided on the number of fields of degrees the college expects to award in future years.

Institutional Quality

The college forecasts a faculty of 10 full-time members and 38 part-time members in 1975-76, representing 28 full-time equivalent positions. By 1980-81, the size is expected to grow to 12 full-time members and 40 part-time members representing a total of 30 full-time positions. No forecasts of salary levels are available.

Financial Condition

A surplus of $517,000 in current operating funds is forecast for 1975-76, composed of a $371,000 surplus in educational and general, a $143,000 surplus in auxiliary enterprises and a $3,000 surplus in student aid. The surplus will drop to $265,000 by 1980-81, consisting of $250,000 in educational and general, $10,000 in auxiliary enterprises, and $5,000 in student aid grants. Tuition is expected to comprise 83 percent of revenues in the educational and general fund in 1975-76 and 84 percent by 1980-81. Contributed services represent the balance of the revenues in this fund in both years.

The college plans no increase in long-term debt during the coming decade, though outstanding long-term debt will be refinanced. Debt service charges will decline from the present $205,000 level to $175,000 in 1975-76 and $125,000 in 1980-81. No new capital investment in facilities is predicted.

3. CONNECTICUT COLLEGE

The college has not provided information on projected enrollments, degrees granted, or student body characteristics. Therefore, these aspects of the institution's future profile cannot be delineated.

Institutional Quality

The college expects to have a full-time faculty of 132 members in 1975-76 and in 1980-81. No information on the part-time faculty, degree characteristics of the full-time faculty, or salaries of the full-time faculty was provided.

Financial Condition

The college projects the surplus in current operating funds at $20,000 in 1975-76, based on a surplus of $284,000 in auxiliary enterprises offsetting deficits of $185,000 in student aid grants and $84,000 in the educational and general fund. By 1980-81 the surplus will reach $73,000, due to a surplus of $560,000 in auxiliary enterprises more than offsetting deficits of $250,000 in student aid grants and $237,000 in educational and general. Tuition will account for 78 percent of the revenues in the educational and general fund in 1975-76, rising to 81 percent in 1980-81.

Indebtedness of $6 million is anticipated by 1976, declining slightly to $5.8 million by 1980-81. Repayment schedules not provided. Expenditures on plant facilities of $945,000 in 1975-76 and $1.2 million in 1980-81 are projected. Debt service and retirement charges of $312,000 in 1975-76 and $325,000 in 1980-81 are anticipated.

4. FAIRFIELD UNIVERSITY

Enrollment

A full-time student body of 2,810 is projected for 1975-76, including 360 graduate and unclassified students. Part-time enrollment of 1,800 students, entirely at the graduate level, will bring the full-time equivalent enrollment to 3,410. Enrollment forecasts for 1980-81 are under revision and have not been provided in this study. No data on the expected economic, ethnic, residential or educational backgrounds of students in future years is available.

Degrees Granted

The university provided no forecasts of the numbers of fields of degrees expected to be granted in future years.

Institutional Quality

The 1975-76 faculty is expected to contain 180 full-time members, of whom 64 percent will possess terminal qualifications. These will be joined by 40 part-time faculty members holding the equivalent of 18.3 full-time positions. Salary forecasts have not been provided, nor have any faculty size or composition forecasts for 1980-81 been provided.

In 1975-76, the university anticipates enrolling 17.2 students (FTE) per faculty member (FTE). In that year, expenditures on library (materials and services) will rise to $101 per student (FTE). 1980-81 information has not been provided.

Financial Condition

Current university projections show a $242,000 surplus in current operating funds in 1975-76, though new calculations being considered by the university could make this a deficit. These new calculations are based on recent projections of faculty salaries together with changes in tuition. The projected surplus reflects a $556,000 surplus in auxiliary enterprises more than offsetting deficits of $282,000 in student aid grants and $32,000 in the educational and general fund. The percentage of current revenues in the educational and general fund derived from tuition is expected to remain virtually the same at 86 percent in 1975-76.

Bonded indebtedness is projected to increase to $8.2 million by 1975-76, when debt service charges will be $724,000 for the year. Again, projected figures for 1980-81 are not available.

Physical Plant

The university projects that with expenditures of $665,000 for the renovation of existing facilities, these facilities could accommodate 3,700 full-time equivalent students in 1975. This estimate is based on the capacity of non-residential space only, suggesting that the niversity then could accommodate approximately 1,000 students in excess of its present full-time equivalent enrollment.

5. HARTFORD COLLEGE FOR WOMEN

Enrollment

The 1975-76 full-time enrollment of 300 undergraduate women will be increased by 100 part-time women students to a total student body of 335 (FTE). By 1980-81, the full-time student body will grow to 350 and the full-time equivalent enrollment to 392. Enrollment will still be all female and in the freshman and sophomore years.

Continuing the past pattern of change, the student body will reach 15 percent Negro by 1975-76 and remain 5 percent Spanish surname in ethnic background. Thus, in both 1975-76 and 1980-81, the college plans to draw 20 percent of its student body from minority groups. In these years, the family income distribution is expected to stabilize at 50 percent from families of $10,000 and under and 18 percent with family incomes of $15,000 or more. In both years the student body is expected to contain 90 percent Connecticut residents, 80 percent with public high school backgrounds.

Degrees Granted

The college will continue to award only the associates degree in liberal arts, with the number growing to 140 in 1975 and 165 in 1980.

Institutional Quality

The full-time faculty will reach 10 members in 1975-76, of whom six will hold a terminal degree, and increase by only one in 1980-81, when seven of the eleven members are expected to hold the terminal degree. Salary level forecasts for 1975 and 1980 are well above the median for all 10 private institutions which have provided forecasts, eight of which are four-year institutions. The ratio of students (FTE) to faculty (FTE) is predicted to drop to 15.2 in 1975-76 and rise slightly to 15.7 in 1980-81.

Library expenditures per student (FTE) show little change in the coming decade.

A deficit of $51,000 in current operating funds is predicted for 1975-76, with growth in the deficit to $65,000 by 1980-81. In both years the educational and general fund accounts for virtually the entire deficit with balanced results in other funds. Tuition as a percentage of educational and general fund revenues will reach 81 percent in 1975-76 and 82 percent in 1980-81. No indebtedness is foreseen within the coming decade, nor are plant expenditures contemplated.

Physical Facilities

The college can accommodate 450 students (FTE) in existing facilities, 115 more than its projected 1975-76 enrollment and nearly 60 more than its projected 1980-81 enrollment. To accommodate this number in 1975, the college reports the need for $75,000 worth of renovation in its library.

6. MITCHELL COLLEGE

Enrollment

The college forecasts total enrollment (FTE) in 1975-76 at 920, including 720 full-time students and 600 part-time students. The same size and composition of enrollment is predicted for 1980-81. The college predicts no change in the mixture of its student population in terms of ethnic background and educational background. It does predict a decline in proportion of Connecticut students to 70 percent by 1975-76 with no further decline seen through 1980-81.

Degrees Granted

The college anticipates granting 250 associate degrees in both 1975 and in 1980, 55 in business, 15 in engineering, 5 in science, and the balance in general arts and science programs.

Institutional Quality

The college expects its faculty to include 35 full-time and 20 part-time members in both 1975-76 and 1980-81. The part-time members will fill the equivalent of seven full-time faculty positions. Forecasts have not been provided of the proportion of the faculty holding terminal degrees or of faculty compensation.

The ratio of students (FTE) to faculty (FTE) will rise slightly from the present level to 21.9 in 1975-76 and 1980-81. Library expenditures per student will rise to $58 in 1975-76 and $66 in 1980-81.

Financial Condition

A surplus in current operating funds of $40,000 is predicted for 1975-76, based on an anticipated surplus of $174,000 in auxiliary enterprises and a $32,000 surplus in the educational and general fund offsetting a $166,000 deficit in student aid grants. By 1980-81, the surplus in current operating funds is predicted to be $38,000, based on surpluses of $192,000 in auxiliary enterprises and $36,000 in education and general, offsetting a deficit of $189,000 in student aid grants. One-hundred percent of current revenues in the educational and general fund are anticipated from tuition in both years.

The college's long-term indebtedness is predicted at $1.4 million in 1976 and $1.2 million in 1981, all maturing more than 10 years from the year indicated. Debt service in these years will be $78,000 and $73,000, respectively.

Expenditures on plant facilities are predicted at $75,000 in 1975-76 and $100,000 in 1980-81.

Plant Facilities

The college indicates that existing facilities could accommodate 900 full-time equivalent students without major remodeling, renovation, or additions. Enrollment forecasts suggest that the college anticipates utilizing this capacity, even to the extent of slightly overcrowding it. Thus, there appears to be no excess capacity in sight.

7. POST JUNIOR COLLEGE

Enrollment

The college forecasts a 1975-76 full-time student body of 900, supplemented by 290 part-time students for a total enrollment (FTE) of 997. By 1980-81, full-time equivalent enrollment will reach 1,323, with a full-time enrollment of 1,200 and 370 part-time students. The college projects a slight movement in the family income distribution of its student body away from higher incomes toward lower incomes. A decline in the percentage of students with family incomes of $15,000 and up from the current 25 percent to 21 percent is predicted, while the percent of students from families with incomes less than $5,000 is expected to grow from 13 to 15 percent.

Enrollment of minority students will grow slightly to 7 percent in 1975-76 and 9 percent in 1980-81, of whom 6 percent will be Negro, 2 percent of Spanish surnames and 1 percent of some other minority groups. The percent of students from Connecticut will decline from the current 63 percent to 55 percent in 1975-76 and 45 percent in 1980-81. The percent of the student body coming from public high schools will rise slightly from the current 85 percent to 87 percent by 1980-81.

Degrees Granted

The college forecasts the awarding of 280 associate degrees in 1975 and 400 in 1980. Slightly over 40 percent in each year will be in business and commercial subjects, 15 percent in education, 10 percent in health services, and a smaller percentage in science related curricula.

Institutional Quality

The full-time faculty is expected to number 40 by 1975-76, including 25 percent with terminal degrees. Growth will continue to 54 full-time faculty members by 1980-81, a third of whom are expected to hold a terminal degree. Twenty-five part-time faculty members will carry a work load equivalent to 10 faculty positions in 1975-76, with 30 part-time members filling the equivalent of 12 full-time positions by 1980-81. Faculty salaries are projected to increase slightly during the coming decade, but levels forecast will still be by far the lowest among the 10 private institutions providing salary forecasts, including one other two-year institution.

The ratio of students (FTE) to faculty (FTE) will hold virtually steady at 19.9 in 1975 and 1976 and 20.0 in 1980-81. Library expenditures will climb slightly reaching $82 per student (FTE) by 1980-81.

Financial Condition

Because of the forecast surpluses in the educational and general fund and in auxiliary enterprise activities, the college forecasts surpluses in current operating funds in 1975-76 and 1980-81. In the earlier year, a total surplus of $165,000 will result from an auxiliary enterprise surplus of $142,000, and an educational and general surplus of $73,000 overcoming a deficit in student aid grants of $50,000. In 1980-81, a $246,000 surplus will result from surpluses of $213,000 in auxiliary enterprises and $103,000 in educational and general offsetting a deficit of $70,000 in student aid grants. Tuition will continue to represent 99 percent of revenues in the educational and general fund. The college was unable to provide a forecast of its outstanding debt and repayment schedule and the sources and expenditures of funds for capital purposes in time for this study. These areas of the financial plan are currently under revision.

Physical Plant

The college indicates that it can accommodate 1,000 full-time equivalent students in the fall of 1975 if $280,000 is available for renovation. It must be noted that the college's own forecast of enrollment for this period is close to 1,000, suggesting that they anticipate realizing this potential.

8. QUINNIPIAC COLLEGE

Enrollment

The college has not provided any information on enrollment projections for the study.

Degrees Granted

The college projects a total of 830 degrees to be awarded in the academic year ending in 1975, including 50 associate degrees, 615 bachelors degrees, and 65 masters degrees. In 1980, the total will grow to 1,510, consisting of 250 associate degrees, 1,145 bachelors, and 115 masters degrees.

In both years the associate degrees will be principally associate in science degrees, concentrated in business administration and science related areas. Forty percent of the bachelors degrees are expected to be in business and commerce, 20 percent in each of the social science and health professions areas with lesser concentrations in psychology, biological sciences, computer science, and English and journalism. The masters degrees will be in social sciences, English and journalism and the biological sciences.

Institutional Quality

The full-time faculty is expected to grow to 211 in 1975-76 and 256 by 1980-81. In these years, the percentage with terminal degrees will be 27 and 28 respectively. In 1975-76, 105 part-time members of the faculty will be responsible for 26 equivalent positions, the number increasing to 119 part-time members responsible for 30 equivalent positions by 1980-81.

Faculty salaries are projected at levels at or below the median for four-year institutions providing forecasts for the study. Relatively generous provisions for fringe benefits are included in the college's forecasts. In the absence of forecasts of enrollment, it is not possible to estimate the future ratios of students to faculty or the library expenditures per student.

Financial Condition

The financial projections show a continual worsening of the picture, with the deficit on current operations reaching $311,000 in 1975-76 and $415,000 in 1980-81. These result from a deficit in student aid grants projected to rise from $269,000 in 1975-76 to $359,000 in 1980-81, and a deficit in auxiliary enterprise activities rising from $83,000 in 1975-76 to $111,000 in 1980-81. The only surplus in sight is in the educational and general fund, where a $41,000 surplus in 1975-76 is expected to grow to a $55,000 surplus in 1980-81. Tuition will represent 91 percent of educational in general fund revenues in both years.

The long-term debt of the college is projected at $4.5 million in 1975-76 and $3.6 million in 1980-81. The portion of indebtedness maturing 10 years or more in the future will drop from $2.8 million in 1975-76 to $1.9 million in 1980-81, while the amount payable within one to five years will rise slightly from $722,000 to $788,000. No forecast of sources or expenditures of funds for capital purposes has been given for future years. Other information provided suggests that the college contemplates no further capital expansion during this period.

Physical Facilities

With all facilities in relatively new and satisfactory condition and fully utilized, the college foresees no need for renovation nor opportunity for accommodation of additional students through remodeling between now and 1975.

9. SACRED HEART UNIVERSITY

Enrollment

The college projects a full-time enrollment of 1,700 students in 1975-76, who together with 800 part-time students will constitute a total student body (FTE) of 2,020. All will be undergraduate students. By 1980-81, full-time students will number 2,000, and together with 1,000 part-time students will produce a total student body (FTE) of 2,400. The freshman class will be 550 in the earlier year and 650 in the later year, each approximately two-thirds men.

Negro students will increase by 1980 to 6 percent of the associate degree population and 5 percent of the bachelors degree population, while students with Spanish surnames will rise to 4 percent of the former and 3 percent of the latter. Connecticut students will represent 99 percent of the total student body through the coming decade, with public high school backgrounds characterizing 50 percent of the student body by 1975-76 and 60 percent by 1980-81. These residential and educational characteristics are expected to be the same within the associate degree and bachelors degree segments of the student body.

Degrees Granted

The university plans to award 375 degrees in 1975, of which 300 will be bachelors and 75 associates. By 1980 the total will grow to 500, including 400 bachelors and 100 associates. The distribution of these degrees by subject matter area will change little from the present. Bachelors in psychology will not be awarded in 1975 or 1980, but bachelors in philosophy and physical sciences will be included in those years.

Institutional Quality

The full-time faculty of the university is projected to grow to 77 members in 1975-76 and 91 members in 1980-81, with the proportion holding the terminal degree rising from 31 percent in 1970-71 to 79 percent in 1980-81. In both 1975-76 and 1980-81, the university plans to include 40 part-time members in the faculty, who will collectively handle the responsibility equivalent to 16 full-time faculty members.

The university's projected salaries for 1975-76 place the university lowest among eight four-year private institutions providing forecasts in all ranks except full professor where they will be sixth. The forecast of 1980-81 salaries suggests a similarly poor position relative to other private four-year institutions in the state.

The faculty-student ratio is projected to continue increasing from the 21.0 level of 1970-71 to 22.4 in 1980-81, higher than the three two-year institutions providing a forecast and exceeded by only one four-year institution providing a forecast. Library expenditures per full-time equivalent student will rise to $127 in 1975-76 and $152 in 1980-81.

Financial Condition

The deficit in current operating funds for 1975-76 is projected at $104,000, resulting entirely from a deficit of $144,000 in student aid grants, offset in part by surpluses of $18,000 in educational and general and $21,000 in auxiliary enterprises. The deficit is expected to drop to $81,000 by 1980-81, despite an increase in the deficit in student aid grants to $215,000. The smaller overall deficit is attributable to a projected $109,000 surplus in educational and general and a $25,000 surplus in auxiliary enterprises. Tuition will account for 96 percent of revenues in educational and general for 1975-76 and 97 percent in 1980-81.

Indebtedness will decline slightly to $1.0 million in 1975-76, when $681,000 will be payable ten or more years in the future, and $136,000 will be payable between one and five years from that time. Long-term debt will decline further to $860,000 by 1980-81, of which $520,000 will be payable 10 or more years in the future and $143,000 within one to five years. Debt service and retirement will cost $46,000 in 1975-76 and the same amount in 1980-81.

Physical Facilities

The university reports that, with no expenditures on renovation, its present physical plant could accommodate 2,500 full-time equivalent students at the present time and throughout the 1970's. This suggests the availability of approximately 500 spaces above the university's projected full-time enrollment in 1975 and 100 above the projection in 1980-81.

10. ST. JOSEPH COLLEGE

Enrollment

The college has not provided any forecast of enrollment or information on the characteristics of the future student body.

Degrees Granted

The college has not provided any forecasts of the number of subject fields of degrees to be granted in future years.

Institutional Quality

The absence of any forecast data on student body size or faculty size prevents an assessment of indicators of future institutional quality.

Financial Condition

Fragmentary financial forecasts provided by the college permit only the following observations. Long-term indebtedness will decline to $1.6 million in 1975-76 and $1.4 million in 1980-81. Of the larger figure, $1.2 million will be payable 10 or more years in the future with $145,000 payable within one to five years hence. Of the 1980-81 indebtedness, $972,000 will be payable 10 or more years in the future, with $165,000 payable between one and five years from that time. Debt service costs and debt retirement in combination will cost $84,000 in 1975-76 and $83,000 in 1980-81.

Physical Plant

The college reports that, with no expenditures for renovation of existing facilities, it will be possible by 1975 to accommodate 850 students (FTE) above its present student body. (This accommodation would be made by increasing class size and fuller utilization of classrooms, according to the college.)

11. SILVERMINE COLLEGE OF ART

Enrollment

A full-time enrollment of 200 is projected for 1975-76, of whom 125 will be freshmen and the balance second-year students. No forecast for 1980-81 is available. No forecasts of the characteristics of the students in future years have been provided.

The college is presently undergoing an intensive review of its plans for the future, and under these circumstances has chosen not to provide any other forecast information for this study.

12. TRINITY COLLEGE

The college has provided forecast information only for the year 1975-76, and not for 1980-81.

Enrollment

The college projects a full-time undergraduate enrollment of 1,568 students and 20 part-time undergraduates for a full-time equivalent undergraduate enrollment of 1,575. Fifteen full-time and 435 part-time graduate students will yield a graduate enrollment of 150 (FTE). Five full-time and 35 part-time unclassified students will lead to a total enrollment of 1,738 (FTE). Six and five-tenths percent of the undergraduates will be Negro, and 1.5 percent with Spanish surnames, and one percent from other minority groups, if available financial aid allows. Thirty percent of undergraduates will be from Connecticut and 55 percent from public high schools.

Degrees Granted

The college expects to award 438 degrees, including 345 bachelors and 93 masters. The distribution of these degrees by subject area will be similar to the 1970 distribution.

Institutional Quality

The faculty will number 125 in 1975-76, 77 percent holding terminal credentials. The equivalent of four positions will be filled by part-time faculty.

The salary levels predicted for 1975-76 place the college third among the eight private four-year institutions providing such forecasts. The ratio of students (FTE) to faculty (FTE) is projected to rise slightly to 13.5 while per student expenditures on library resources and services will rise dramatically to $280.

Financial Condition

A $533,000 deficit on current operating funds is projected, dominated by a deficit of $427,000 in student aid grants. A further deficit of $217,000 in auxiliary enterprises is predicted, partly offset by $111,000 surplus in educational and general. Long-term indebtedness is projected at $4.8 million, down slightly from the 1970 level. Of the indebtedness, $3.4 million will be payable 10 or more years in the future, with none payable within five years. Capital expenditures of $753,000 are projected for 1975-76, largely offset by $650,000 of anticipated gifts and grants for capital purposes.

Reliance on tuition income will grow, with revenues from tuition reaching 72 percent of projected educational and general revenues, and endowment income declining further to a projected 16 percent of educational and general revenues. Gifts and grants, while increasing, will account for 8 percent of educational and general revenues, in contrast to the present 10 percent level.

Physical Facilities

The college has not provided estimates of renovation costs required to increase the capacity of existing non-residential space above the 1,525 level presently imposed by available dormitory and dining space.

13. UNIVERSITY OF BRIDGEPORT

Enrollment

The university projects a total number of students to be enrolled in the 1975-76 year equal to 7,000 individuals. The comparable figure in 1980-81 is predicted at 7,500. These do not represent full-time equivalent enrollment figures, nor is any breakdown provided between the number of full-time and part-time students, nor between the number of men and women; nor is any distinction made between the graduate and undergraduate students. No forecast information on the income, ethnic, geographical, or educational backgrounds of these students was provided.

Degrees Granted

The university has not provided forecasts of degrees to be granted, either in total or by field.

Institutional Quality

The university predicts that its full-time faculty in 1975-76 will number 350, of whom 62 percent will hold terminal credentials. These figures are expected to grow to 375 and 67 percent by 1980-81. Seventy-one equivalent full-time faculty positions will be filled by 250 part-time members in 1975-76. By 1980, the number of such positions will rise to 76, represented by 228 part-time faculty members.

The university plans a salary schedule for its full-time faculty which is the highest among 10 independent Connecticut institutions providing forecasts for 1975-76 at all academic ranks, and highest except for the assistant professor rank among those nine institutions providing forecasts for 1980-81. (If fringe benefits were included in these comparisons, one institution [Wesleyan University] would exceed the University of Bridgeport's forecast levels in several but not all ranks in 1975-76.) No forecasts from Yale are available for comparison.

The absence of enrollment projections on an FTE basis prevents the calculation of student/faculty ratios or measures of library spending per student for future years.

Financial Condition

The university has provided no forecasts of any financial information.

Physical Plant

The university reports that the enrollment potential for the fall of 1975 in existing facilities is 7,000 (FTE), which is the enrollment predicted. No renovation requirements have been listed, suggesting that existing facilities can accommodate this enrollment with no expenditures of funds for renovation.

14. UNIVERSITY OF HARTFORD

Enrollment

The university anticipates a full-time student body of 4,000 in 1975-76 and 4,100 in 1980-81. The number of full-time graduate students is projected to increase from 300 to 400 during the period. Part-time enrollment of 5,300 students in 1975-76 will raise enrollment to 6,120 on an FTE basis. Part-time enrollment of 5,590 students in 1980-81 will raise enrollment on an FTE basis to 6,300. Approximately 30 percent of the projected part-time study is expected to be at the graduate level. The university has made no projections of the income, ethnic, residential, or educational backgrounds of these future students.

Degrees Granted

The university forecasts awarding 1,140 degrees in 1975, including 650 bachelors, 420 masters, and 70 associates. The forecast for 1980 is 1,240 degrees, including 760 bachelors, 470 masters, and 70 associates. The distribution of bachelors degrees among fields is expected to remain essentially the same as the present, while small numbers of masters degrees will be awarded in several new fields including biological sciences, mathematical sciences, and psychology. The university has not provided information on the distribution of the increased number of associate degrees by subject area.

Institutional Quality

The university forecasts a full-time faculty in 1975-76 of 284, including 45 percent with terminal qualifications, rising to 293 in 1980-81 with 49 percent holding terminal qualifications. The 1975-76 faculty will be augmented by 200 part-time members, collectively carrying a workload equivalent to that of 60 full-time faculty members. In 1980-81, the faculty will include 160 part-time members, equivalent to 50 full-time members.

The university forecasts faculty salary levels which place it at or slightly above the median among the seven four-year institutions providing salary forecasts for 1980-81.

The ratio of total students (FTE) to total faculty (FTE) is projected to increase slightly to 17.8 in 1975-76 and 18.4 in 1980-81.

Library expenditures per student (FTE) are projected at $78 and $79 in 1975-76 and 1980-81 respectively.

Financial Condition

The university forecasts balanced current operating funds for 1975-76 and 1980-81; i.e., no surplus and no deficit. Long-term indebtedness is projected to decline slightly to a level of $14.5 million at the end of the decade. The university has not provided a repayment schedule. Tuition will continue to provide slightly more than 80 percent of educational and general fund revenues, which in turn represent between 80 and 85 percent of the university's current operating revenues. No forecasts of sources or uses of funds for capital purposes have been provided.

Physical Plant

The university reports no planned physical expansion through 1980-81. (In personal interviews, spokesmen indicate the possibility that the Ward Technical College will be relocated to the campus if industry support materializes to provide funds for a new building.)

15. UNIVERSITY OF NEW HAVEN

Enrollments

A projected full-time equivalent enrollment of 4,534 students in 1975-76 will include 3,233 full-time students, including 3,021 undergraduates. Part-time students will number 3,251, almost identical to the number of full-time students. 1980-81 full-time enrollment will grow to 3,701, of whom 3,413 will be undergraduates. 3,867 part-time students will swell the university's total enrollment (FTE) to 5,248. While offering no forecasts of students' income or ethnic backgrounds, the university does project that the percentage of its bachelor degree candidates who are Connecticut residents will continue to decline reaching 85 percent in 1975-76 and 80 percent in 1980-81. The percentage of associate degree candidates with public high school backgrounds will remain close to 100 percent, while the percentage of bachelor degree candidates with similar backgrounds will decline to 90 percent as the proportion with private preparatory school background rises commensurately.

Degrees Granted

In 1975, the university expects to award 975 degrees, including 150 associate degrees, 575 bachelors degrees, and 250 masters degrees. The total will reach 1,175 in 1980, as associate degrees rise to 175, bachelors degrees to 650, and masters to 350. The associate degrees will continue to be awarded in the same areas as at present, while the bachelors degrees will become less concentrated in business and engineering, as small clusterings appear in the areas of biological sciences, computer sciences and systems analysis, education, fine and applied arts, and philosophy. By 1975, the university expects to be awarding masters degrees, and these will be concentrated in business where some 45 percent of those predicted will appear. Other, smaller, clusterings will be in computer sciences and systems analysis, engineering, psychology, and public administration. In addition to these fields, the university expects to award small numbers of masters degrees in 1980 in English and in the physical sciences.

Institutional Quality

The university projects a full-time faculty of 129 members in 1975-76, remaining at that level in 1980-81. In both years, the percentage with terminal qualifications is expected to be 25 percent. This faculty will be assisted by 247 part-time members carrying the responsibilities of 78 full-time faculty positions. The salaries projected by the university in these years at all faculty ranks will be at or close to the lowest projected by any of the private four-year institutions in Connecticut.

A ratio of students (FTE) to faculty (FTE) of 21.9 is projected for 1975-76, and this will increase to 25.4 in 1980-81. These are the highest such ratios projected for these years, with the 1980-81 figure larger by three percentage points than the next highest projection at any private institution in the state, including the three two-year institutions, all of whom have provided comparable forecasts. Library expenditures per student (FTE) will be $50 in 1975-76 and rise to $56 by 1980-81. Once again, these are the lowest forecasts in each year, below the forecast from the three two-year institutions, all of whom provided comparable figures.

Financial Condition

A surplus in current operating funds of $463,000 is projected in 1975-76, resulting from a surplus of $638,000 in educational and general offset in part by deficits of $149,000 in student aid grants and $25,000 in auxiliary enterprises. By 1980-81, the surplus in current operating funds is expected to reach $602,000, resulting from an $829,000 surplus in educational and general diminished slightly by a $194,000 deficit in student aid grants and a $33,000 deficit in auxiliary enterprises. Tuition is expected to continue to yield 99 percent of the revenues in the educational and general category.

The university expects to reduce its long-term debt to $3.9 million by 1976 and $3.3 million by 1981, with the total debt in both years payable 10 years or more in the future.

Physical Plant

No renovation needs are cited to bring current facilities to their maximum potential capacity of 3,000 students. That capacity is presently available and, indeed, is exceeded by present enrollment. It is not clear from available data how the university plans to accommodate a full-time equivalent enrollment of 5,248 students in 1980-81 without expanding its plant and long-term debt. Capital commitments from current revenues may be intended.

16. WESLEYAN UNIVERSITY

Enrollment

The university has provided identical forecasts of enrollment for the years 1975-76 and 1980-81. In both years, 1,688 full-time undergraduate students, 65 percent men, will be joined by 190 full-time graduate students and 178 full-time unclassified students to form a student body of 2,076. No part-time enrollments have been forecast.

Among the undergraduates, the percent coming from families with incomes under $5,000 is to decline to 10 in 1975-76 and 8.5 in 1980-81, while the percent from families with incomes of $20,000 a year or more will rise, reaching 63 in 1980-81. Allowing for inflation, these figures suggest that the university expects the family income background of its students, measured in constant dollars, to remain stable throughout the decade.

The percent of Negro students will rise only slightly from its present 13.8 level, reaching 14.0 in 1975 and 14.2 in 1980, while students with Spanish surnames will reach 1.5 percent of the student body by 1980. American Indians, who are one-half of one percent of the student body in 1970-71, will double in numbers, reaching nine-tenths of one percent of the student body by 1980-81.

The student body will contain an only slightly larger share of Connecticut students by 1981, 21 percent in contrast to the 19 percent in 1970-71. During the decade, the percentage of students with public high school backgrounds will decline from its 1970-71 level of 71 percent to 63 percent by 1980-81. Most of this decline is predicted for the first half of the decade.

Degrees Granted

The university has provided a forecast of 495 degrees to be granted in both 1975 and 1980, in both years including eight doctorates and 77 masters with 410 bachelors degrees. No forecast of the distribution of bachelor degrees by area was given. The masters and doctors degrees are forecast by field only for 1975, when the doctorates will be in biological sciences, fine and applied arts, mathematical sciences and physical sciences, and the maters degrees will once again be concentrated in education (60 percent) with the balance among biological sciences, English, fine and applied arts, foreign languages, mathematical sciences, physical sciences, psychology and scial sciences.

Institutional Quality

The full-time faculty is expected to grow slightly to 240 members in 1975-76 and 250 members in 1980-81. Throughout this decade, the proportion with terminal credentials will remain at approximately 75 percent. The number of part-time members assisting the full-time faculty will remain at 30, with responsibilities equivalent to 10 full-time positions.

Faculty salary levels will continue to be the highest or close to the highest among the private institutions in the state providing salary forecasts. (Forecasts from Yale are not available). Only the University of Bridgeport forecasts higher salary levels and at the full professor and associate professor ranks, Wesleyan will remain above Bridgeport as measured by salary and fringe combined through 1975-76, though Bridgeport is projected to lead in 1980-81 in all ranks.

Financial Condition

The university projects a deficit in current operating funds of $4 million in 1975-76 and $5.9 million in 1980-81. The $4 million deficit results from deficits of $2.5 million in the educational and general fund, $1.3 million in student aid grants, and $200,000 in auxiliary enterprises. The larger deficit in the later year is attributable to forecasts of deficits reaching $3.8 million in educational and general, $1.8 million in student aid grants, and $250,000 in auxiliary enterprises. Tuition will represent approximately 30 percent of revenues in the educational and general fund through the decade, with endowment income yielding another 25 percent, sponsored research slightly under 10 percent, and gifts about 3 percent.

Transfers to the current funds from "gains on investments" have not been predicted.

Long-term debt of $28.7 million is foreseen in 1976, of which $18.4 million will be payable 10 or more years in the future, and 2.7 percent payable within one to five years. The debt will decline slightly to $26 million by 1980-81, with $7.6 million payable within five years, and $9.9 million payable 10 or more years in the future. This expected large expansion in the university's long-term debt will introduce heavy debt service charges into the budget, predicted at $2,750,000 in 1975-76 and 1980-81. In addition to interest payments of this magnitude, bond retirements of $400,000 in the earlier year and $600,000 in the later year are planned.

Physical Plant

By spending $2,335,000 to renovate and make available 13,724 additional square feet of space, the university predicts that its 1975 full-time equivalent potential enrollment can be raised to 1,700 students. Since this exceeds the projected enrollment, we presume the university intends to undertake these renovations in any event, or accommodate the students in existing facilities by slightly denser space utilization. It does not appear that these expenditures will in fact raise the institution's enrollment potential above that presently contemplated.

17. YALE UNIVERSITY

Yale University has provided no forecasts. Therefore, we are unable to provide a profile of the future position and condition of the institution.

CHAPTER VI

INTER-INSTITUTIONAL COOPERATION

INTRODUCTION

An appropriate metaphor drawn from economics may provide a setting for the following discussion of inter-institutional cooperation. The theory of international trade describes the trading relationships which develop among free nations, and reasons for departures in practice from the ideal prices and flows of goods which would prevail if theory were adhered to.

As a nation strives to provide a high standard of living for its population by wise planning and use of its labor force, raw materials, and technology, a college or university strives to provide a fine education for its students by wise planning and management of the talents, facilities, and funds available to it. As the lack of facilities for communication and transportation forced early man to live in small self-sufficient communities, the lack of a tradition and mechanisms for sharing have led colleges to seek self-sufficiency. However, the human community has developed means to raise its standard of living, partly through recognition of the "law of comparative advantage". Applied in higher education, the law suggests that students in a group of institutions who chose to be "trading partners" with each other are better off when each institution is providing those educational services (instruction, library, counseling, special facilities, etc.) which it can provide relatively more efficiently than any other participant in the group. In simpler terms, two or more institutions which have been self-sufficient and have made no effort to share resources, can do no worse for their student bodies and can almost certainly do better through cooperative planning and utilization of resources.

The more than 500 examples of inter-institutional cooperation extant nationally in 1970 demonstrate the power which this idea has exerted on the thinking and behavior of educational administrators throughout the country. The current interest in inter-institutional cooperation grows less from the desire to break down inter-institutional barriers and make better use of resources for the benefit of the students than from the painful awareness which has grown up in the past several years that any measures which promise financial relief must be investigated. The outcome of this development suggests both an improvement in the quality of education for the students in participating institutions and a reduction in the level of financial drain for participating institutions.

Participants in established consortia will testify that they do not become a reality until serious obstacles are overcome. There are important parallels in the international trading arena. Nations are jealous of their sovereignty, uneasy about compromising their national security, pressured by worker groups to protect their jobs through embargoes, tariffs, quotas, etc., and fearful of abuse of their natural resources by foreign "exploiters". Colleges and universities are jealous of their institutional identity and fearful of losing control over the future of their institution as its resources become seemingly inextricably interwoven with those of other institutions. Faculty members protest that their subject matter areas, i.e., jobs, will be jeopardized and possibly become extinct or less important in the institution, and there is the inevitable argument that exchange arrangements are not equitable to all participating institutions. The similarity of the obstacles to be overcome in the educational setting with those in the international trade setting merely confirms that the same opportunities for benefit to the trading partners exist. It is for this reason that college administrators must be encouraged to move ahead with efforts in inter-institutional cooperation, overcoming with reason, and modest coersive efforts as necessary, the obstacles in their path.

In this chapter we shall review the usually cited advantages and disadvantages of inter-institutional cooperative efforts, the variety of efforts currently under way in Connecticut, and the preferences and plans reported by the private institutions in Connecticut in interviews conducted during the study.

A. THE ADVANTAGES AND DISADVANTAGES OF INTER-INSTITUTIONAL COOPERATION

Before undertaking to list and discuss the relative importance of the many positive and negative features of inter-institutional cooperation, it must be recognized at the outset that the present characteristics of an institution heavily influence its own perception of cooperative efforts. Thus, Yale University sees little to be gained by entering into inter-institutional relationships in the state, since its few peers are in other parts of the nation and the world. Conversely, Post Junior College is anxious to move ahead with cooperative efforts in the Waterbury area and recognizes it has much to give and much to gain in such efforts. While the administrative effort may not justify Yale's becoming involved with other Connecticut institutions, viewed from Yale's perspective, in fact Yale might benefit and Connecticut students would most assuredly benefit if Yale were to become involved. In short, an institution's assessment of the gain from becoming involved with others is heavily influenced by the value it places on the effort required to become involved and the effect the involvement will have upon its public image, influences which may even outweigh the possible benefits the institution is willing to admit may flow from the involvement.

Among the more realistic and intractable objections to inter-institutional cooperation are those based on the distance between institutions. Obviously, in those unusual cases where students take up residence in another institution for a semester or longer, this is of little consequence. But programs which rest on the willingness of students to travel from one institution to another for a class or two necessarily raise both transportation and scheduling problems. Connecticut's modern highways make it possible to move rapidly from place to place if one has the means available or it is provided. However, the student must allow the time in his schedule, so that a Wesleyan student could not schedule a Trinity class immediately preceding or following a class in Middletown. Bus and limousine services are being tried, but these are costly and are justified only if the number of students making the trip in one direction at the same time warrants the cost. The ability of those on opposite sides of an issue to perceive something as specific and measurable as distance differently, depending on their point of view, was pointed out in our interviews at Quinnipiac College and the University of New Haven. The Quinnipiac spokesman, who strongly favors cooperative efforts and, indeed, an organic union of the two schools, says they are about nine miles apart. The University of New Haven spokesman, neutral toward inter-institutional cooperation but clearly opposed to a union of the institutions reports they are 15 miles apart.

If the number of students on each of several campuses is sufficient to justify offering a course on each campus and if the course is one which should be taught by a faculty member specializing in the area, the institutions and their students will benefit by sharing the faculty member and having him travel rather than having the students travel. Often as awareness develops in an institution that students can enroll in a neighboring institution in a specialized course, the number seeking enrollment reaches a level which warrants having the faculty member journey to the campus to offer the course there. This may well be cited to the skeptical faculty member as a benefit of inter-institutional cooperation, i.e., the possibility for generating a new "market" for his services.

So long as participating institutions remain separate legal entities, they must necessarily be concerned about the accounting of costs and revenues associated with cooperative efforts. In their early stages these efforts are frequently carried on through the goodwill of the participating institutions, as has been the case with the consortium in the Hartford area for three years. As the number of students involved increases, and the level of institutional participation as the sender or receiver of students becomes established all members will want to have relevant revenues and costs identified so that balancing entries may be determined and reasonable settlements made among members. The allocation of overhead costs and the determination of appropriate user costs for specialized facilities and libraries requires sharing of information among institutions and the development of mutual trust. Differences in accounting practices may be particularly acute when private and public institutions cooperate. They can be resolved, and constant effort toward that goal will be required from both sides. The participants in a consortium have, in many cases, found it desirable to create a new corporate entity with its own staff and budget. Participating institutions then "buy and sell" to the new corporate entity, forestalling problems which grow from the difficulties encountered when institutional accounting and information systems must interface with one another.

Cooperative efforts raise problems concerning the compatability and transferrability of courses and credits which must be resolved early. These are likely to be of concern primarily to faculty, rather than administration or students. Students will naturally want to be certain their parent institution will accredit work taken elsewhere. The faculty concerns relate to the quality of instruction and rigor of the course as taught in other institutions, and its suitability as a precedent or successor course to other courses offered. Inter-institutional faculty committees are essential in resolving these question.

Less often articulated, though frequently near the surface in discussions of the negative features of inter-institutional efforts, is the feeling that an institution is in some way weakened or diminished by such involvement. This is more likely to be the case if the cooperation involves restricting further growth in a subject field within a participating institution or, worse, cutting back or eliminating work in that field. Students benefit when cooperative efforts open up opportunities to take courses or utilize services or facilities at a neighboring institution which are not available at his own institution. Except for the small psychic, or perhaps economic, cost of getting to and from the neighboring institution this benefit is realized at no cost to the student. If his institution pays the neighboring one no more than the equivalent expense of providing a space for him in an existing course the parent institution bears no added expense either. However, there is a true cost saving to the parent institution if services "purchased" in this way from other institutions replace instruction or facilities which otherwise would have been provided at higher cost on its own campus. This is likely to be the case when specialized facilities or faculty in subject areas experiencing low student demand are made available by only one member of a group of cooperating institutions. It is precisely at this point that the sense of loss is felt, most acutely in the school or department where the activity would otherwise take place. In its most extreme form, this loss is seen if an entire program or department of an institution is discontinued by one member of a consortium in recognition of the fact that a comparable activity is available to students in another member institution. This drastic action may be entirely warranted by dictates of economics and educational quality, but alumni of the discontinued unit and its faculty invariably contend that the institution has suffered a serious loss.

Closely related to the above and articulated even by those who favor coordinated supra-institutional planning, is the feeling that certain forms of inter-institutional cooperation may distract institutions from a consideration of more radical solutions. It is argued that one of the most serious weaknesses of private higher education has been and still is the continued existence of institutions of questionable potential and effectiveness. Stressing the advantages of cooperation may encourage institutions which should be seriously considering radical structural changes to carry on basically unchanged by using superficial cooperative devices of one form or another. In these cases cooperation becomes a device used merely to postpone more realistic, and possibly disturbing, decisions and institutions should not be encouraged to engage in cooperative efforts unless they are able to attain satisfactory excellence on their own. Proponents of this position suggest that private higher education needs less inter-institutional cooperation and more structural consolidation. They are not opposed to the marshaling of resources. They argue instead that basic changes in structure, such as mergers or federations, would be much more effective than superficial cooperative exchanges because the basic purpose of cooperation is to create opportunities over and above those within reach of the cooperating institutions and not to serve as a device for the perpetuating of individually inadequate institutions.

Even as the educational experience is enriched by a student's participation in cooperative programs, he may feel less closely identified with the parent institution in which he enrolled and from which he received his degree. Students are becoming less enchanted with tradition, symbolism, and the trappings of institutional loyalty as it is, and attendance at other institutions for coursework may aggravate the process. This will concern only those who see great merit in a strong sense of institutional loyalty on the part of the students, particularly directors of alumni giving.

With the exception of physical distance, none of the disadvantages cited is insurmountable, and evidence abounds that the merits of well designed and administered consortia far outweigh those disadvantages. Perhaps the single most serious obstacle to consortia in greater numbers and with greater institutional support lies not in any of these handicaps, but in the deep seated institutional pride which characterizes the institutions which have most to contribute in cooperative programs. While all may gain, the schools which are older, larger, wealthier, and have developed a stronger independent spirit are more likely to see cooperation either as a threat or as a situation in which they, relatively, give more than they get. Cooperation with institutions judged to be similar in terms of the characteristics just listed may be contemplated, but cooperation with newer, smaller, poorer institutions is often seen as an extremely unattractive possibility. This feeling is perceived among the latter group of institutions, and causes them to be skeptical of the possibility of viable cooperative ventures involving the older institutions ever taking shape. Thus, strong endorsement and encouragement of cooperative ventures must come from an organization with the visibility and authority of the Commission for Higher Education. It must be shown that the gains to all institutions from meaningful cooperative efforts outweigh the costs and, as a result, most if not all institutions in the state, public and private, should enter into meaningful discussions of cooperative activity with neighboring (within a thirty-mile radius) institutions.

The advantages of cooperation fall under the headings of material and programmatic. The material advantages have been alluded to above in the discussion of the impact of cooperative efforts on the faculty. To the extent that through a consortium institutions find it possible to cease offering a course or entire program that it has been offering, this represents a saving. More likely, the institution will find that it can add opportunities for new courses and programs for its students at much lower cost than it would have incurred had these been created anew within the institution. Only those which would have been created within the near term can be seen as genuine cost savings, however. The accessibility of specialized space, equipment, library materials, etc. can again be seen as a material saving where these would otherwise have been necessary expenses to the institution. Areas where savings can be effected with less emotional impact are in the centralization of some procurement activities, maintenance services, counseling services, computer services, and other activities not directly related to the instructional program.

In the programmatic sense, shared planning yields programs that might otherwise not have been thought of or dared. In effect, the boundaries of the institution are stretched, freeing the administration and faculty from constraints imposed by the physical and/or budgetary realities of the single institution. Inter-institutional planning committees have discovered complimentarities and synergies in talents and facilities permitting programs that would never have proved viable in any one member institution. The intermingling of faculty in planning and instruction enriches the intellectual climate in all institutions. Students bring to courses on the host campus backgrounds and viewpoints often new to other members of a class. Joint appointments to the faculty or the support of a visitor for a day or an entire semester become possible through the shared resources of the consortium.

Perhaps as important to an institution as the creation of a new program for its students through the planning activities of a consortium is the forestalling of the creation in another nearby institution of a program competing with an established one of its own. Connecticut has had its share of such instances in recent years which have proved bitterly disillusioning to the administrations of several institutions contacted during this study. Institutions find it hard to respond positively to exhortations for a cooperative spirit when the source of the exhortation at the same time is sanctioning the creation of lower cost competitive programs in neighboring institutions. Future developments of this character must be avoided.

B. EXISTING COOPERATIVE ACTIVITY IN CONNECTICUT

Through extended personal interviews with the chief administrator or his spokesman in each of the sixteen institutions of private higher education in Connecticut cooperating in the study and with officers of the Connecticut Conference of Independent Colleges, we have assembled a profile of the on-going inter-institutional activities in the state as known to these respondents. Our discussions were perhaps of greater value in eliciting the subjective assessments of these activities as seen by the institutional spokesman and sensing the nature and extent of their commitment to further cooperative activity than providing documentation on existing arrangements. At least some of the cooperative efforts which have been given publicity through news releases or in catalog announcements recede in importance when put in perspective by those in a position to know their true vitality and future promise.

Perhaps the most extensive cooperative effort in which several Connecticut institutions are engaged is the Twelve College Exchange, which includes Trinity College, Wesleyan University and Connecticut College together with nine liberal arts colleges in other states. The members facilitate the movement of students within the group on a residential basis for a semester or a year of study. In the three most recent academic years, 48 Connecticut College students have gone to other member institutions under this program while seven have come to Connecticut College. Neither of the other Connecticut participants has provided comparable figures, but it is evident that the numbers are not large and the flow of students, at least in this one instance is not balanced. This is the only program which has come to our attention that involves Connecticut schools in programs requiring a change in place of student residence. While such programs undoubtedly have their value both to the institutions and the students participating, they appear in the short run at least not to offer the same kind of payoff that cooperation among geographically proximate institutions does.

Beginning in 1968-69, a consortium composed of the University of Hartford, Trinity College, St. Joseph's College and the Hartford Seminary Foundation has made slow but steady progress. In 1970-71, 81 students are participating, of whom 20 are University of Hartford students and 52 are attending the University of Hartford from other institutions. Thus, the University of Hartford is involved in 72 of the 81 exchanges occurring this year. A full-time coordinator has worked on this program since its inception, supported by the University of Hartford. The other institutions have shared in the cost of administration. At the present time, efforts are being made to extend the membership of the consortium to include the University of Connecticut and Rensselaer Polytechnic Institute of Connecticut. The activities of the consortium would be broadened to include program planning and institutional support services such as computer services and training security personnel. If sufficient support and budget are forthcoming, the consortium will be incorporated and a president chosen.

The Higher Education Center for Urban Studies (HECUS) includes the University of Bridgeport, Fairfield University, Bridgeport Engineering Institute, Sacred Heart University, and Housatonic Community College. Spokesmen for the three member institutions included in our study did not cite any specific advantages to their institution flowing from HECUS.

Spokesmen at Trinity College and Connecticut College both cited inter-institutional arrangements among private institutions in the Connecticut Valley for cooperative library acquisition, catalog and loan arrangements as having value in extending the scope of the institution's collections and stretching the acquisition budget.

Measured in numbers, the most fruitful inter-institutional program of student exchange encountered is that between Connecticut College and Wesleyan, under which more than 100 students are cross registered in the institutions in the fall of 1970. The schools operate a bus service to deal with the transportation problem. Credits are mutually acceptable and no adverse feeling among students or faculty was reported.

In the New Haven area, Albertus Magnus College and the University of New Haven report cross registration of students and cooperative library planning and lending. Albertus Magnus has excess academic space and is receptive to cooperative programs which might use the space. The University of New Haven reports the use of Yale University classroom space to accommodate unexpected enrollments on an occasional basis. Albertus Magnus utilizes Quinnipiac College faculty on a part-time basis. Former President Herder of Quinnipiac College evidenced strong feelings on the necessity of cooperative effort in the New Haven area if several of the institutions, including Quinnipiac, are to remain viable. In his view, Quinnipiac, New Haven University, Albertus Magnus College and Southern Connecticut State College could form a strong consortium. However, he believes the Quinnipiac College trustees would not be sympathetic. Similarly, President Peterson of the University of New Haven is also not favorably inclined toward cooperative efforts in the area.

In the Bridgeport area, the University of Bridgeport, Sacred Heart University and Fairfield University report the existence of a student interchange program. Spokesmen for the University of Bridgeport, however, comment that it is "great on paper but doesn't work." As an example of possible private/public cooperation, the University of Bridgeport indicates the desire to have its dental technical students do part of their work at the University of Connecticut Dental School in Hartford. This has not moved beyond the conceptual stage, however.

In Waterbury, Post Junior College reports a great variety of cooperative activity with the Waterbury Branch of The University of Connecticut and Mattatack Community College. The activities mentioned are on a small scale but cover a wide range including shared faculty, shared physical facilities, cross registration of students, consultations among student personnel officers and the beginnings of coordinated programming.

While the study was in progress, the Hartt College of Music of the University of Hartford and Trinity College jointly announced a degree program under which Trinity students will pursue liberal arts and music theory study at Trinity and complement this with studies in the Hartt College of Music. The students will matriculate at Trinity and receive Trinity degrees.

For several years, the University of Hartford Engineering School and Trinity College have cooperated with Rensselaer Polytechnic Institute of Connecticut in a five-year engineering program.

The demonstrated ability of institutions in the Hartford area to participate in inter-institutional programs is laudable and should receive further encouragement. The Waterbury, New Haven, New London, and Bridgeport-Stamford areas afford the opportunity for similar valuable cooperation. The Commission might facilitate such effort by gathering together in these areas representatives of local institutions for extended discussions of future cooperative ventures, drawing on the experience of institutions in existing consortia, particularly in the Hartford and Waterbury areas for guidance.

C. OUTLOOK FOR INTER-INSTITUTIONAL COOPERATION

The institutions which perceive that there are immediate benefits to them, either financial, programmatic or both, have indicated a positive attitude toward cooperative ventures. These include all the two-year private institutions, as well as many of the four-year institutions. Wesleyan shows only slight interest except to continue its relationships with Trinity and Connecticut College. Yale apparently sees little reason to enter into genuine inter-institutional programs.

The public institutions, though not represented among the spokesmen queried during this study, have an important role to play in consortia throughout the state. We sense an uncertainty in the private sector about the willingness of public institutions to participate and about the nature of the relationships which may be built with them. The Commission can assist the development of viable consortia by facilitating and encouraging participation by the public institutions.

The private and public institutions in at least five focal areas, Hartford, New London, New Haven, Waterbury, and Bridgeport-Stamford should be encouraged to continue and further develop existing cooperative efforts, and in areas where they are not doing so, begin meeting regularly to plan expanded efforts in cooperation with the Commission and appropriate community representatives. To give structure and continuity to these planning discussions, Higher Education Centers should be established in these focal areas, modelled on the HEC in Waterbury established by the Commission.

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Volume II

appendices of a report to

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MARCH 1971

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APPENDIX B

DATA FORMS

To:

The purpose of the enclosed forms is to collect appropriate data for analysis in determining how the resources of the independent colleges and universities might be most effectively capitalized upon and maintained in Connecticut's system of higher education.

Because we recognize the amount of effort required to respond to this request, we have attempted to facilitate the task while ensuring that the data submitted are reliable and consistent. First, the data forms are designed to match, where possible, the structure, terminology and format of the Higher Education General Information Survey (HEGIS). We suggest that past responses to these survey forms be consulted when completing the historical data requested. For the respondent's convenience, we have referenced the HEGIS formats and terms. We have used the terminology and definitions found in the standard text College and University Business Administration in requesting financial data, so that the institutions can make the fullest use of the data already available on institutional books and prepared in a manner that will be comparable for all the institutions. In addition to historical data, forecast data (for 1975-76 and 1980-81) are requested where available.

To further facilitate the completion of the data forms, we have separated them into seven discrete packages by subject matter. One of these, the Interview Guide (IG), will be the basis of an interview with you and possibly with selected members of your staff by a member of the Arthur D. Little, Inc., staff members who may be called (collect) if additional clarification is required.

1. Degrees Conferred (D) - Forms D1-D4 (Each institution will be asked to complete D1 and one or more of the others, as appropriate.)

2) Enrollment (E) - Forms E1-E3

3) Student Quality (S) - 1 Form

4) Faculty Quality and Conditions of Service (FQ) - 1 Form

5) Plant Facilities (PF1) and Space Availability (PF2)

6) Financial Data (F) - Forms F1-F8

The completed packets (1-6) should be collected and sent to Dr. Edwin B. Cox, Arthur D. Little, Inc., 35 Acorn Park, Cambridge, Massachusetts, 02140 as soon as possible, but not later than January 1, 1971. We recognize the substantial effort involved in completing the forms. Although we are loathe to impose an additional burden on an already overburdened President and staff -- especially at this time of the year -- we hope that the considerable importance and implication of the undertaking will justify the expenditure of time, thoughtfulness, and effort required.

Thank you for your cooperation.

NAME OF INSTITUTION:

NAME AND TITLE OF RESPONDENT:

TELEPHONE NUMBER OF RESPONDENT:

DEGREES CONFERRED

INSTRUCTIONS

This report is divided into 4 parts:

D1	A page which summarizes all degrees conferred by an institution.
D2	Part A which is concerned with first-professional degrees only.
D3	Part B which is concerned with bachelor's, master's, and doctor's degrees.
D4	Part C which is concerned with awards below the bachelor's level (Associate in Arts degrees and other formal awards).

Provide information requested for the years 1965-66, 1969-70, 1975-76, and 1980-81.

The terms used in these forms are defined in OE 2300-2.1, 3/70 used in the most recent HEGIS study. This form is to be used as a reference document for definitions and instructions with the exception of changes pertaining to Part C. Please note that on Part C, the total number in 1.4 should equal the total number in 2.9.

If any additional clarification is needed, please call Arthur D. Little, Inc. (617) UN4-5770 and ask for either Dr. Edwin Cox (Ext. 2876) or Mrs. I. Boulogiane (Ext. 2837).

NAME OF INSTITUTION

D1
Page 1 of

SUMMARY OF DEGREES CONFERRED

	ACADEMIC YEAR ENDING			
	1965	1970	1975	1980
1. FIRST PROFESSIONAL DEGREES*				
2. DOCTOR'S DEGREES				
3. MASTER'S DEGREES				
4. BACHELOR'S DEGREES				
5. ASSOCIATE'S DEGREES				
6. TOTAL DEGREES CONFERRED				

---

*FIRST-PROFESSIONAL DEGREES IN SELECTED FIELDS.
The first-professional degrees to be reported are those degrees which signify the completion of the academic requirements for selected professions, which are based on programs which require at least two academic years of previous college work for entrance, and which require a total of at least six academic years of college work for completion. For example, include professional degrees in Law (LL.B. or J.D.), Medicine (M.D.), Theology (B.D.), and so forth.

NAME OF INSTITUTION

D2
Page 1 of 1

PART A - FIRST PROFESSIONAL DEGREES CONFERRED IN SELECTED FIELDS
(Requiring at least six years of study)

INSTRUCTIONS FOR PART A - FIRST PROFESSIONAL DEGREES IN SELECTED FIELDS

FIRST-PROFESSIONAL DEGREES IN SELECTED FIELD.
The first-professional degrees to be reported below are those degrees which signify the completion of the academic requirements for selected professions, which are based on programs which require at least two academic years of previous college work for entrance, and which require a total of at least six academic years of college work for completion. For example, include professional degrees in Law (LL.B. or J.D.), Medicine (M.D.), Theology (B.D.), and so forth. Degrees beyond the first-professional in these fields are to be reported in Part B.

Report all master's degrees in Part B, even though the master's degree is required in some fields, such as Library Science, Hospital Administration, and Social Work, for employment at the professional level and even though, as in the case of Social Work, 4 years of undergraduate work are required for entrance into the program, and an additional 2 years for completion of the master's degree.

ITEM NO.*	MAJOR FIELD OF STUDY	LINE NO.*	NO. OF FIRST PROFESSIONAL DEGREES CONFERRED OR THAT YOU ESTIMATE WILL BE CONFERRED IN THE ACADEMIC YEAR ENDING			
(1)	(2)	(3)	1965	1970	1975	1980
4401	CHIROPODY OR PODIATRY (D.S.C. or Pod.D.)	1				
4407	DENTISTRY (D.D.S. or D.M.D.)	2				
4416	MEDICINE (M.D.)	3				
4425	OPTOMETRY (O.D.)	4				
4428	OSTEOPATHY (D.O.)	5				
4443	VETERINARY MEDICINE (D.V.M.)	6				
5000	LAW (LL.B. or J.D.)	7				
7404	THEOLOGY (B.D., Rabbi or other first professional degree)	8				
9799	OTHER (Specify)	9				
9799		10				
9700	TOTAL (Sum of Lines 1 through 10)	11				

*Reference: Item No. and Line No. refer to OE Form 2300-2.1, 3/70.

NAME OF INSTITUTION

D3
Page 1 of 4

PART B - BACHELOR'S, MASTER'S, AND DOCTOR'S DEGREES

ITEM NO.* (1)	MAJOR FIELD OF STUDY (2)	LINE NO.* (3)	NUMBER OF DEGREES CONFERRED							
			BACHELOR'S DEGREES (Requiring 4-5 years) (4)		MASTER'S DEGREES (5)		DOCTOR'S DEGREES (Ph.D.,Ed.D., etc.) (6)		TOTAL (Sum of Columns 4,5,6) (7)	
			ACADEMIC YEAR ENDING							
			1965	1970	1965	1970	1965	1970	1965	1970
1000	AGRICULTURE	18								
1400	ARCHITECTURE	19								
1500	CITY PLANNING	20								
1700	BIOLOGICAL SCIENCES	46								
2000	BUSINESS AND COMMERCE	59								
2100	COMPUTER SCIENCE AND SYSTEMS ANALYSIS	67								
2300	EDUCATION	110								
2600	ENGINEERING	132								
2900	ENGLISH AND JOURNALISM	135								
3200	FINE AND APPLIED ARTS	143								
3300	FOLKLORE	144								
3500	FOREIGN LANGUAGES AND LITERATURE	170								
3800	FORESTRY	171								
4100	GEOGRAPHY	172								
4400	HEALTH PROFESSIONS	192								
4700	HOME ECONOMICS	202								
5000	LAW	203								
5300	LIBRARY SCIENCE	204								
5600	MATHEMATICAL SCIENCES	207								
5900	MILITARY SCIENCE	210								
	TOTAL THIS PAGE (Carry these totals forward.)									

*Reference: Item No. and Line No. refer to OE Form 2300-2.1, 3/70.

NAME OF INSTITUTION

D3
Page 2 of

PART B - BACHELOR'S, MASTER'S, AND DOCTOR'S DEGREES (Continued)

ITEM NO.* (1)	MAJOR FIELD OF STUDY (2)	LINE NO.* (3)	NUMBER OF DEGREES CONFERRED							
			BACHELOR'S DEGREES (Requiring 4-5 years) (4)		MASTER'S DEGREES (5)		DOCTOR'S DEGREES (Ph.D.,Ed.D., etc.) (6)		TOTAL (Sum of Columns 4,5, (7)	
					ACADEMIC YEAR ENDING					
			1965	1970	1965	1970	1965	1970	1965	1970
	TOTALS BROUGHT FORWARD									
6500	PHILOSOPHY	213								
6800	PHYSICAL SCIENCES	231								
7100	PSYCHOLOGY	241								
7300	RECORDS MANAGEMENT	242								
7400	RELIGION	250								
7700	SOCIAL SCIENCES	270								
8000	TRADE OR INDUSTRIAL TRAINING	271								
8300	BROAD GENERAL CURRICULUMS AND MISCELLANEOUS FIELDS OF STUDY									
	TOTAL									

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*Reference: Item No. and Line No. refer to OE Form 2300-2.1, 3/70.

AME OF INSTITUTION

PART B - BACHELOR'S, MASTER'S, AND DOCTOR'S DEGREES FORECAST

TEM NO.* (1)	MAJOR FIELD OF STUDY (2)	LINE NO.* (3)	ESTIMATED NUMBER OF DEGREES TO BE CONFERRED							
			BACHELOR'S DEGREES (Requiring 4-5 years) (4)		MASTER'S DEGREES (5)		DOCTOR'S DEGREES (Ph.D.,Ed.D., etc.) (6)		TOTAL (Sum of Columns 4,5,6) (7)	
			ACADEMIC YEAR ENDING							
			1975	1980	1975	1980	1975	1980	1975	1980
1000	AGRICULTURE	18								
1400	ARCHITECTURE	19								
1500	CITY PLANNING	20								
1700	BIOLOGICAL SCIENCES	46								
2000	BUSINESS AND COMMERCE	59								
2100	COMPUTER SCIENCE AND SYSTEMS ANALYSIS	67								
2300	EDUCATION	110								
2600	ENGINEERING	132								
2900	ENGLISH AND JOURNALISM	135								
3200	FINE AND APPLIED ARTS	143								
3300	FOLKLORE	144								
3500	FOREIGN LANGUAGES AND LITERATURE	170								
3800	FORESTRY	171								
4100	GEOGRAPHY	172								
4400	HEALTH PROFESSIONS	192								
4700	HOME ECONOMICS	202								
5000	LAW	203								
5300	LIBRARY SCIENCE	204								
5600	MATHEMATICAL SCIENCES	207								
5900	MILITARY SCIENCE	210								
	TOTAL THIS PAGE (Carry these totals forward.)									

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*Reference: Item No. and Line No. refer to OE Form 2300-2.1, 3/70.

NAME OF INSTITUTION

Page 4 of 4

PART B - BACHELOR'S, MASTER'S, AND DOCTOR'S DEGREES FORECAST (Continued)

ITEM NO. * (1)	MAJOR FIELD OF STUDY (2)	LINE NO. * (3)	ESTIMATED NUMBER OF DEGREES TO BE CONFERRED							
			BACHELOR'S DEGREES (Requiring 4-5 years) (4)		MASTER'S DEGREES (5)		DOCTOR'S DEGREES (Ph.D.,Ed.D., etc.) (6)		TOTAL (Sum of Columns 4,5,6 (7)	
			ACADEMIC YEAR ENDING							
			1975	1980	1975	1980	1975	1980	1975	1980
	TOTALS BROUGHT FORWARD									
6500	PHILOSOPHY	213								
6800	PHYSICAL SCIENCES	231								
7100	PSYCHOLOGY	241								
7300	RECORDS MANAGEMENT	242								
7400	RELIGION	250								
7700	SOCIAL SCIENCES	270								
8000	TRADE OR INDUSTRIAL TRAINING	271								
8300	BROAD GENERAL CURRICULUMS AND MISCELLANEOUS FIELDS OF STUDY									
▨	TOTAL	▨								

*Reference: Item No. and Line No. refer to OE Form 2300-2.1, 3/70.

D4

NAME OF INSTITUTION Page 1 of

PART C - ASSOCIATE DEGREES AWARDED BASED ON CURRICULA OF TWO OR MORE BUT LESS THAN FOUR YEARS

	LINE (1) NO.	ACADEMIC YEAR ENDING			
		1965	1970	1975	1980
1. TYPE OF ASSOCIATE DEGREE					
1.1 ASSOCIATE IN ARTS	1				
1.2 ASSOCIATE IN SCIENCE	2				
1.3 ALL OTHER ASSOCIATE DEGREES	3				
1.4 TOTAL ASSOCIATE DEGREES (Lines 1, 2, 3)	4				
2. ASSOCIATE DEGREES AWARDED BY CURRICULUM					
2.1 ENGINEERING-RELATED	21				
2.2 SCIENCE-RELATED	27				
2.3 HEALTH SERVICES	43				
2.4 SCIENTIFIC DATA PROCESSING	44				
2.5 BUSINESS- AND COMMERCIAL-RELATED	53				
2.6 EDUCATION (2-year teacher training or teacher aides)	55				
2.7 LAW ENFORCEMENT	59				
2.8 ALL OTHER CURRICULA	64 (2)				
2.9 TOTAL ASSOCIATE DEGREES AWARDED BY CURRICULUM					

Notes: 1. Line No. Refers to Line No. Referenced on OE Form 2300-2.1, 3/70, pages 23, 24, 25.

2. Line 64 in this request is Line 64 of 2300-2.1, 3/70, less lines 55 and 59.

NAME OF INSTITUTION:

NAME AND TITLE OF RESPONDENT:

TELEPHONE NUMBER OF RESPONDENT:

ENROLLMENT

INSTRUCTIONS

Do not include in this report:

(a) Students in noncredit adult education courses.
(b) Students taking courses at home by mail, radio or television.
(c) Students enrolled only for "short courses."
(d) Auditors.
(e) Students studying abroad
(f) Students in any branch campus or extension center in a foreign country.

Please enter in column 6, on the appropriate line, the full-time equivalent which you may have already calculated for any of the corresponding headcount totals in column 5.

If you have not previously calculated full-time equivalent enrollment, the following method is suggested:

> ADJUSTED HEADCOUNT METHOD - Full-time equivalent enrollment equals the headcount of full-time students plus one-third the headcount of part-time students.

You may use the above method or any other method of calculating full-time equivalent enrollment most appropriate and/or convenient to your institution.

DEFINITIONS OF TERMS USED ON FORM E 1 and E 2.

RESIDENT STUDENTS -- Students who take their college work on main campus or on a branch campus. Living quarters (on campus or off) and legal domicile are irrelevant. Include resident students in both day and evening sessions.

1. Freshmen -- See also line 13. An entry on this line normally will require an entry on line 13.

2. Non-Freshmen -- Students who have completed the freshmen year and typically are enrolled in a 4 or 5-year bachelor's degree program. Students in professional programs of 6 or more years should generally be included in line 5.

3. Total Degree-Credit Undergraduates (Sum of lines 1 and 2)

4. Unclassified Students -- Not candidates for a degree, diploma, or certificate, or equivalent award, although taking courses in regular classes with other students; this category also includes students who cannot be classified by academic level (undergraduate, first professional, graduate).

5. First-Professional Students -- Students enrolled in a professional school or program which required at least two or more academic years of college work for entrance and a total of at least 6 years for a degree. Students in programs requiring only 4 or 5 years beyond high school should be reported as undergraduate. All students enrolled in work leading toward a master's degree are to be reported as GRADUATE.

6. Graduate Students -- Students who hold the bachelor's or first-professional degree, or equivalent, and are (or might be) candidates for a master's or higher degree.

7. TOTAL DEGREE-CREDIT RESIDENT STUDENTS (Sum of lines 3 thru 6).

8. FIRST-TIME DEGREE-CREDIT STUDENTS -- Students included in line 7 above who had not previously attended any other institution of higher education prior to enrolling in your institution.

9. RESIDENT STUDENTS -- Students who take their college work on main campus or on a branch campus. Living quarters (on campus or off) and legal domicile are irrelevant.

10. FIRST-TIME NON-BACHELOR'S-DEGREE-CREDIT STUDENTS -- Students who had not previously attended any other institution of higher education prior to enrolling in your institution.

FULL-TIME STUDENTS -- Count as full-time students those carrying at least 75% of normal student-hour load. For graduate students, this means at least 75% of the academic load in course work or other REQUIRED activity (such as thesis, research, or teaching).

If any assistance or clarification is needed, please call Arthur D. Little, Inc., (617) UN4-5770 and ask for either Dr. Edwin Cox (Ext. 2876) or Mrs. I. Boulogiane (Ext. 2837).

DEGREE-CREDIT STUDENTS IN PROGRAMS WHOLLY OR CHIEFLY CREDITABLE TOWARD A BACHELOR'S OR HIGHER DEGREE	LINE* NO.	1965-66						1970-71					
		HEADCOUNT					FULL-TIME EQUIVALENT OF TOTAL HEADCOUNT	HEADCOUNT					FULL-TIME EQUIVALENT OF TOTAL HEADCOUNT
		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
		FULL-TIME	PART-TIME	FULL-TIME	PART-TIME			FULL-TIME	PART-TIME	FULL-TIME	PART-TIME		
		(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	(4)	(5)	(6)
RESIDENT STUDENTS													
Undergraduates													
1. Freshmen	1												
2. Non-Freshmen	2												
3. Total Degree-Credit Undergraduates (Sum of lines 1 and 2)	3												
4. Unclassified Students	4												
5. First-Professional Students	5												
6. Graduate Students	6												
7. TOTAL DEGREE-CREDIT RESIDENT STUDENTS (Sum of lines 3 thru 6)	7												
8. FIRST-TIME DEGREE-CREDIT STUDENTS	13												
NON-BACHELOR'S-DEGREE-CREDIT STUDENTS IN ORGANIZED OCCUPATIONAL PROGRAMS OF LESS THAN FOUR YEARS, NOT CHIEFLY CREDITABLE TOWARD A BACHELOR'S DEGREE													
9. RESIDENT STUDENTS	14												
10. FIRST-TIME NON-BACHELOR'S-DEGREE-CREDIT STUDENTS	17												
11. GRAND TOTAL (Sum of lines 7 and 14)	18												

*Line No.: Refers to line numbers shown on OE FORM 2300-2.3.-1, 3/70

DEGREE-CREDIT STUDENTS IN PROGRAMS WHOLLY OR CHIEFLY CREDITABLE TOWARD A BACHELOR'S OR HIGHER DEGREE	LINE* NO.	1975-76						1980-81					
		HEADCOUNT					FULL-TIME EQUIVALENT OF TOTAL HEADCOUNT	HEADCOUNT					FULL-TIME EQUIVALENT OF TOTAL HEADCOUNT
		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
		FULL-TIME	PART-TIME	FULL-TIME	PART-TIME			FULL-TIME	PART-TIME	FULL-TIME	PART-TIME		
		(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	(4)	(5)	(6)
RESIDENT STUDENTS													
Undergraduates													
1. Freshmen	1												
2. Non-Freshmen	2												
3. Total Degree-Credit Undergraduates (Sum of lines 1 and 2)	3												
4. Unclassified Students	4												
5. First-Professional Students	5												
6. Graduate Students	6												
7. TOTAL DEGREE-CREDIT RESIDENT STUDENTS (Sum of lines 3 thru 6)	7												
8. FIRST-TIME DEGREE-CREDIT STUDENTS	13												
NON-BACHELOR'S-DEGREE-CREDIT STUDENTS IN ORGANIZED OCCUPATIONAL PROGRAMS OF LESS THAN FOUR YEARS, NOT CHIEFLY CREDITABLE TOWARD A BACHELOR'S DEGREE													
9. RESIDENT STUDENTS	14												
10. FIRST-TIME NON-BACHELOR'S-DEGREE-CREDIT STUDENTS	17												
11. GRAND TOTAL (Sum of lines 7 and 14)	18												

*Line No.: Refers to line numbers shown on OE FORM 2300-2.3.-1, 3/70

NAME OF INSTITUTION: E3

ENROLLMENT ANALYSIS

The family income level of students enrolled in undergraduate programs is often a major factor in the decision of a student to attend one college versus another. It is also a major factor in assessing need for financial aid. Please provide the requested information separately for all full-time enrolled associate degree candidates and for full-time enrolled bachelor's degree candidates. Figures shown should sum to 100 separately for each category of degree candidates.

FAMILY INCOME

Associate Degree Candidates whose annual family income is:	1965-66 %	1970-71 %	1975-76 %	1980-81 %
1 Less than $5,000				
2 $ 5,000 a.u. $10,000				
3 $10,000 a.u. $15,000				
4 $15,000 a.u. $20,000				
5 $20,000 and over				

Bachelor's Degree Candidates whose annual family income is:	1965-66 %	1970-71 %	1975-76 %	1980-81 %
6 Less than $5,000				
7 $ 5,000 a.u. $10,000				
8 $10,000 a.u. $15,000				
9 $15,000 a.u. $20,000				
10 $20,000 and over				

ETHNIC BACKGROUND

Associate Degree Candidates	1965-66 %	1970-71 %	1975-76 %	1980-81 %
11 Negro				
12 Spanish Surname				
13 Other Minority				

Bachelor's Degree Candidates	1965-66 %	1970-71 %	1975-76 %	1980-81 %
14 Negro				
15 Spanish Surname				
16 Other Minority				

NAME OF INSTITUTION:

ENROLLMENT ANALYSIS (Cont'd)

RESIDENTIAL DISTRIBUTION

What percent of your students enrolled as degree candidates are legally residents of Connecticut

		1965-66 %	1970-71 %	1975-76 %	1980-81 %
	Associate Degree Candidates				
17	Connecticut				
18	All other locations				
	Bachelor Degree Candidates				
19	Connecticut				
20	All other locations				

PREPARATION FOR COLLEGE

Where did the freshmen, enrolled as candidates for either associate's or bachelor's degrees, prepare prior to their acceptance into your institution?

		1965-66 %	1970-71 %	1975-76 %	1980-81 %
	Associate Degree Candidates				
21	Public High School				
22	Private Preparatory School				
23	Other				
	Bachelor Degree Candidates				
24	Public High School				
25	Private Preparatory School				
26	Other				

NAME OF INSTITUTION:

NAME AND TITLE OF RESPONDENT:

TELEPHONE NUMBER OF RESPONDENT:

STUDENT QUALITY

The quality of students admitted to institutions of higher education varies greatly by institution, as do the criteria for admission. In order to collect comparable information on student quality at the institutions surveyed, each institution is asked to furnish a profile of College Entrance Examination Board - Scholastic Aptitude Test (S.A.T.) - scores for students who entered in 1965 and 1970. Some institutions accept American College Testing Program (A.C.T.P.) scores as an alternate, and thus, space is provided for an A.C.T.P. profile.

Please indicate the number of entering students receiving scholarships, the number of students graduating with bachelor's degrees who went on for graduate study and of these the number who received scholarships for graduate study.

If any assistance or clarification is needed, please call Arthur D. Little, Inc., (617) UN4-5770 and ask for either Dr. Edwin Cox (Ext. 2876) or Mrs. I. Boulogiane (Ext. 2837).

NAME OF INSTITUTION:

STUDENT QUALITY

ENTERING STUDENTS

TESTS REQUIRED: (Check yes or no)

		School year beginning:					
		1965		1970		1975	
		Yes	No	Yes	No	Yes	No
	College Entrance Examination Board						
1	Scholastic Aptitude Test (S.A.T.)	___	___	___	___	___	___
2	Achievement Test (s), if required indicate number under yes	___	___	___	___	___	___
3	Advanced Placement Program	___	___	___	___	___	___
4	American College Testing Program (A.C.T.P.), as an alternate to S.A.T.	___	___	___	___	___	___

SCORES:

		School year beginning:	
	Number of entering students with S.A.T. scores of:	1965	1970
5	Under 400	___	___
6	400-499	___	___
7	500-599	___	___
8	600-699	___	___
9	700-800	___	___

		School year beginning:	
		1965	1970
	Number of entering students with A.C.T. scores of:		
10	Under 15	___	___
11	15.0 - 20.9	___	___
12	21.0 - 25.9	___	___
13	26.0 - 30.9	___	___
14	31.0 - 36.0	___	___

S

NAME OF INSTITUTION:

STUDENT QUALITY (Cont'd)

	School year beginning:	
	1965	1970
SCHOLARSHIPS:		
Number of entering freshmen receiving aid from:		
15 National Merit Scholarships	____	____
16 State Scholarships	____	____
17 Other Types of Scholarships	____	____

QUALITY OF GRADUATING STUDENTS

	School year ending:	
	1966	1970
18 Number of students graduating with bachelor's degrees who went on for graduate study.	____	____
Number of students graduated with bachelor's degrees who received scholarships for graduate study:		
19 National Science Foundation	____	____
20 Woodrow Wilson	____	____
21 Other Types of Scholarships	____	____

NAME OF INSTITUTION:

NAME AND TITLE OF RESPONDENT:

TELEPHONE NUMBER OF RESPONDENT:

FACULTY QUALITY AND CONDITIONS OF SERVICE

The attached forms request information about the numbers of full-time and part-time faculty who hold academic rank in your institution, the compensation received by full-time faculty, their contact hours with students, and the numbers and cost of support personnel.

Please note that for each academic rank we ask for the total number of each faculty rank and then for the number of faculty of the particular rank who hold doctor's degrees or first-professional degrees. OE Form 2300-3, 3/70 defines these degrees. Please follow the HEGIS definition of these two degrees:

> "The doctorate includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy (Ph.D.) degree in any field; whether agronomy, food technology, education, engineering, public administration, ophthalmology, radiology, etc. All other doctorates should be included except those classified here as first professional (e.g., dentistry - D.D.S. or D.M.D.; law - J.D.; medicine - M.D.; and veterinary medicine - D.V.M.).
>
> First professional degrees are those degrees which signify the completion of the academic requirements for selected professions, which are based on programs which require at least two academic years of previous college work for entrance, and which require a total of at least six academic years of college work for completion. Examples are: Professional degrees in dentistry (D.D.S. or D.M.D.), law (LL.B. or J.D.), medicine (M.D.), theology (B.D.), and veterinary medicine (D.V.M.). Exclude all master's degrees even though the master's is required in some fields, such as library science and social work, and even though, as in the case of social work, four years of undergraduate work are required for entrance into the program and an additional two years for completion."

If any clarification is needed, please contact either Dr. Edwin Cox (Ext. 2876) or Mrs. I. Boulogiane (Ext. 2837) at Arthur D. Little, Inc., (617) UN4-5770.

FQ

NAME OF INSTITUTION:

FACULTY QUALITY AND CONDITIONS OF SERVICE

1. What is the number of full-time members of the faculty by academic rank and how many of a given academic rank hold either a doctor's degree or first-professional degree? In questions 1-3 include senior and junior staff (HEGIS definitions).

		1965-66	1970-71	1975-76	1980-81
1.1 Professor	Total Number				
1.2	Number Holding Doctor's or First-Professional Degree				
1.3 Associate Professor	Total Number				
1.4	Number Holding Doctor's or First-Professional Degree				
1.5 Assistant Professor	Total Number				
1.6	Number Holding Doctor's or First-Professional Degree				
1.7 Instructors	Total Number				
1.8	Number Holding Doctor's or First-Professional Degree				
1.9 Lecturers	Total Number				
1.10	Number Holding Doctor's or First-Professional Degree				
1.11 All other ranks	Total Number				
1.12	Number Holding Doctor's or First-Professional Degree				
1.13 TOTAL FULL-TIME MEMBERS OF THE FACULTY					

FACULTY QUALITY AND CONDITIONS OF SERVICE
(Continued)

2. What is the number of part-time members of the faculty by academic rank indicated below?

	1965-66	1970-71	1975-76	1980-81
2.1 Professors				
2.2 Associate Professors				
2.3 Assistant Professors				
2.4 Instructors				
2.5 Lecturers				
2.6 All Other Ranks				
2.7 TOTAL PART-TIME FACULTY				

3. Total part-time faculty expressed in full-time equivalents.*

1965-66	1970-71	1975-76	1980-81

4. What is the number of non-teaching professionals (holding professional positions without academic rank).

	1965-66	1970-71	1975-76	1980-81
TOTAL NON-TEACHING PROFESSIONALS				

5. Non-professionals (support personnel includes: clerks, secretaries, custodians).

	1965-66	1970-71	1975-76	1980-81
TOTAL NON-PROFESSIONALS				

6. Estimated annual expenditure (salaries plus fringe benefits) for non-professionals shown in 5.

1965-66	1970-71	1975-76	1980-81

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*Full-time equivalent faculty equals total load of part-time faculty divided by normal load of one full-time faculty member

A normal full-time load is the number of credit hours or clock hours that your institution considers to be a full-time load.

FACULTY QUALITY AND CONDITIONS OF SERVICE
(continued)

7. List below, as indicated, the average salary (on 9-10 month basis) and fringe benefits of full-time faculty.

		1965-66	1970-71	1975-76	1980-81
7.1 Professor	Salary				
7.2	Fringe				
7.3 Associate Professor	Salary				
7.4	Fringe				
7.5 Assistant Professor	Salary				
7.6	Fringe				
7.7 Instructors	Salary				
7.8	Fringe				
7.9 Lecturers	Salary				
7.10	Fringe				
7.11 All Other Ranks	Salary				
7.12	Fringe				

8. Which of the following benefits are included in the fringe benefits shown above. (Use a ✓).

	1965-66	1970-71	1975-76	1980-81
Retirement Plans				
Hospitalization and Medical				
Guaranteed Disability Income				
Tuition Plan				
Housing Plan				
Social Security Taxes				
Unemployment Compensation Taxes				
Group Life Insurance				
Other				

FACULTY QUALITY AND CONDITIONS OF SERVICE
(Continued)

9. What is the average number of contact hours spent by a full-time faculty member with students?

Academic Rank of Full-time Faculty	No. of Faculty with Contact Hours Equal to			
	12 or more	9 to 11	6 to 8	less than 6
9.1 Professor				
9.2 Associate Professor				
9.3 Assistant Professor				
9.4 Instructors				
9.5 Lecturers				
9.6 All Other Ranks				

NAME OF INSTITUTION:

NAME AND TITLE OF RESPONDENT:

TELEPHONE NUMBER OF RESPONDENT:

FACULTY QUALITY AND CONDITIONS OF SERVICE

The attached forms request information about the numbers of full-time and part-time faculty who hold academic rank in your institution, the compensation received by full-time faculty, their contact hours with students, and the numbers and cost of support personnel.

Please note that for each academic rank we ask for the total number of each faculty rank and then for the number of faculty of the particular rank who hold doctor's degrees or first-professional degrees. OE Form 2300-3, 3/70 defines these degrees. Please follow the HEGIS definition of these two degrees:

> "The doctorate includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy (Ph.D.) degree in any field; whether agronomy, food technology, education, engineering, public administration, ophthalmology, radiology, etc. All other doctorates should be included except those classified here as first professional (e.g., dentistry - D.D.S. or D.M.D.; law - J.D.; medicine - M.D.; and veterinary medicine - D.V.M.).
>
> First professional degrees are those degrees which signify the completion of the academic requirements for selected professions, which are based on programs which require at least two academic years of previous college work for entrance, and which require a total of at least six academic years of college work for completion. Examples are: Professional degrees in dentistry (D.D.S. or D.M.D.), law (LL.B. or J.D.), medicine (M.D.), theology (B.D.), and veterinary medicine (D.V.M.). Exclude all master's degrees even though the master's is required in some fields, such as library science and social work, and even though, as in the case of social work, four years of undergraduate work are required for entrance into the program and an additional two years for completion."

If any clarification is needed, please contact either Dr. Edwin Cox (Ext. 2876) or Mrs. I. Boulogiane (Ext. 2837) at Arthur D. Little, Inc., (617) UN4-5770.

NAME OF INSTITUTION:

FACULTY QUALITY AND CONDITIONS OF SERVICE

1. What is the number of full-time members of the faculty by academic rank and how many of a given academic rank hold either a doctor's degree or first-professional degree? In questions 1-3 include senior and junior staff (HEGIS definitions).

		1965-66	1970-71	1975-76	1980-81
1.1 Professor	Total Number				
1.2	Number Holding Doctor's or First-Professional Degree				
1.3 Associate Professor	Total Number				
1.4	Number Holding Doctor's or First-Professional Degree				
1.5 Assistant Professor	Total Number				
1.6	Number Holding Doctor's or First-Professional Degree				
1.7 Instructors	Total Number				
1.8	Number Holding Doctor's or First-Professional Degree				
1.9 Lecturers	Total Number				
1.10	Number Holding Doctor's or First-Professional Degree				
1.11 All other ranks	Total Number				
1.12	Number Holding Doctor's or First-Professional Degree				
1.13 TOTAL FULL-TIME MEMBERS OF THE FACULTY					

FACULTY QUALITY AND CONDITIONS OF SERVICE
(Continued)

2. What is the number of part-time members of the faculty by academic rank indicated below?

	1965-66	1970-71	1975-76	1980-81
2.1 Professors				
2.2 Associate Professors				
2.3 Assistant Professors				
2.4 Instructors				
2.5 Lecturers				
2.6 All Other Ranks				
2.7 TOTAL PART-TIME FACULTY				

3. Total part-time faculty expressed in full-time equivalents.*

1965-66	1970-71	1975-76	1980-81

4. What is the number of non-teaching professionals (holding professional positions without academic rank).

	1965-66	1970-71	1975-76	1980-81
TOTAL NON-TEACHING PROFESSIONALS				

5. Non-professionals (support personnel includes: clerks, secretaries, custodians).

	1965-66	1970-71	1975-76	1980-81
TOTAL NON-PROFESSIONALS				

6. Estimated annual expenditure (salaries plus fringe benefits) for non-professionals shown in 5.

1965-66	1970-71	1975-76	1980-81

---

*Full-time equivalent faculty equals total load of part-time faculty divided by normal load of one full-time faculty member

A normal full-time load is the number of credit hours or clock hours that your institution considers to be a full-time load.

FACULTY QUALITY AND CONDITIONS OF SERVICE
(continued)

7. List below, as indicated, the average salary (on 9-10 month basis) and fringe benefits of full-time faculty.

		1965-66	1970-71	1975-76	1980-81
7.1 Professor	Salary				
7.2	Fringe				
7.3 Associate Professor	Salary				
7.4	Fringe				
7.5 Assistant Professor	Salary				
7.6	Fringe				
7.7 Instructors	Salary				
7.8	Fringe				
7.9 Lecturers	Salary				
7.10	Fringe				
7.11 All Other Ranks	Salary				
7.12	Fringe				

8. Which of the following benefits are included in the fringe benefits shown above. (Use a ✓).

	1965-66	1970-71	1975-76	1980-81
Retirement Plans				
Hospitalization and Medical				
Guaranteed Disability Income				
Tuition Plan				
Housing Plan				
Social Security Taxes				
Unemployment Compensation Taxes				
Group Life Insurance				
Other				

FACULTY QUALITY AND CONDITIONS OF SERVICE
(Continued)

9. What is the average number of contact hours spent by a full-time faculty member with students?

Academic Rank of Full-time Faculty	No. of Faculty with Contact Hours Equal to			
	12 or more	9 to 11	6 to 8	less than 6
9.1 Professor				
9.2 Associate Professor				
9.3 Assistant Professor				
9.4 Instructors				
9.5 Lecturers				
9.6 All Other Ranks				

NAME OF INSTITUTION:

NAME AND TITLE OF RESPONDENT:

TELEPHONE NUMBER OF RESPONDENT:

PLANT FACILITIES

As part of our study we need to estimate the age and condition of the buildings of your institution, the total square feet of space they contain, as well as the dollar value of the maintenance to these buildings that has been deferred for over 12 months. Form PF1 is used to request this information.

SPACE AVAILABILITY

We also need to know how much money would be needed to remodel existing facilities to meet 1975 enrollment potential. Form PF2 is used to request this information. Please note that on this form we are interested in net non-residential assignable space.

If any clarification is needed, please contact either Dr. Edwin Cox (Ext. 2876) or Mrs. I. Boulogiane (Ext. 2837) at Arthur D. Little, Inc., (617) UN4-5770.

PF1

NAME OF INSTITUTION:

PLANT FACILITIES

lease list the buildings used by your institution. Indicate principal use, year onstructed and year of last major renovation, square feet of assignable space, nd if applicable, the dollar amount of maintenance deferred for over twelve onths.

BUILDING	USE	CONSTRUCTED (year)	LAST MAJOR RENOVATION (year)	CONDITION*	TOTAL SPACE (SQ. FT.)	DOLLAR AMOUNT OF MAINTENANCE DEFERRED OVER 12 MONTHS

*CONDITION: Please indicate condition of each building, using one of the following codes (1, 2 or 3).

1. Satisfactory - no major repairs pending for more than 12 months.
2. Fair - usable, but major maintenance has been deferred beyond 12 months.
3. Poor - building should probably be razed.

NAME OF INSTITUTION:

SPACE AVAILABILITY

	1970-71
1. Total non-residential space available (net sq. ft.)	____
2. Total non-residential space in use (net sq. ft.)	____
3. Total non-residential space available for increased enrollment if existing facilities are not remodelled and no new buildings are constructed (net sq. ft.)*	____
4. How many full-time equivalent students would this space accommodate?	____
5. What is the enrollment potential for fall 1975 using existing facilities if funds are made available for remodelling?	____

6. Check the major facility categories that would require renovation if you are to meet your 1975 enrollment potential? What additional number of square feet would be made available and at what cost?

Facility	Additional Net Square Feet Made Available	Renovation (Estimated Cost)
6.1 Classrooms		
6.2 Laboratories		
6.3 Offices		
6.4 Special Use		
6.5 General Use		
6.6 Supporting		

* Line 1 minus Line 2

NAME OF INSTITUTION:

NAME AND TITLE OF RESPONDENT:

TELEPHONE NUMBER OF RESPONDENT:

FINANCIAL DATA

Eight forms requesting financial information for the past and estimates for the future are attached. Please enter all values to the nearest whole dollar.

F1	Current Funds Revenues by Sources
F2	Current Funds Expenditures by Function
F3	Net Operating Funds
F4	Total Assets
F5	Total Liabilities
F6	Analysis of Long-Term Indebtedness
F7	Sources & Expenditures of Funds for Capital Purposes
F8	Library Expenses

Forms F1-F3 are based on OE Form 2300-4, 3/70, Parts A and B. Forms F4-F7 are based on American Council on Education terminology.

If any assistance or clarification is needed, please call Arthur D. Little, Inc., (617) UN4-5770 and ask for either Dr. Edwin Cox (Ext. 2876) or Mrs. I. Boulogiane (Ext. 2837).

CURRENT FUNDS REVENUES BY SOURCES

	Line No.*	1965-66	1969-70	1975-76	1980-81
I. EDUCATIONAL AND GENERAL TOTAL (Sum of Lines A-L Below)	1				
A. Student Tuition & Fees	2				
B. Government Appropriations	3				
C. Endowment Income	7				
D. Private Gifts	8				
E. Sponsored Research	9				
F. Other Separately Budgeted Research	16				
G. Other Sponsored Programs	17				
H. Recovery of Indirect Costs	24				
I. Sales & Services of Educational Departments	27				
J. Organized Activities Related to Educational Departments	28				
K. Contributed Services					
L. Other Sources	29				

	Line No.*	1965-66	1969-70	1975-76	1980-81
II. STUDENT AID GRANTS TOTAL	30				
III. MAJOR PUBLIC SERVICE PROGRAM REVENUE TOTAL	37				
IV. AUXILIARY ENTERPRISES TOTAL	41				
A. Housing & Food Services	42				
B. Other Auxiliary Enterprises	43				
V. TOTAL CURRENT FUND REVENUES - GRAND TOTAL	44				

*Line No.: Reference OE Form 2300-4, 3/70, Part A

CURRENT FUNDS EXPENDITURES BY FUNCTION

		Line No.*	1965-66	1969-70	1975-76	1980-81
I.	EDUCATION AND GENERAL EXPENDITURES - TOTAL (Sum of Lines A-I)	1				
	A. Instruction and Departmental Research	2				
	B. Organized Activities Related to Educational Departments	3				
	C. Sponsored Research (Exclude Federally Funded Research & Development Centers; exclude indirect costs)	4				
	D. Other Separately Budgeted Research	5				
	E. Other Sponsored Programs (Exclude indirect costs)	6				
	F. Extension and Public Service (Exclude major public service programs)	7				
	G. Libraries	8				
	H. Physical Plant Maintenance & Operation	9				
	I. Other Educational & General Expenditures	10				
II.	STUDENT AID GRANTS	11				
III.	MAJOR PUBLIC SERVICE PROGRAM EXPENDITURES TOTAL	12				
IV.	AUXILIARY ENTERPRISES TOTAL	16				
	A. Housing and Food Services	17				
	B. Other Auxiliary Enterprises	18				
V.	TOTAL CURRENT FUNDS EXPENDITURES - GRAND TOTAL	19				
	ESTIMATE OF AMOUNT ON Line 19 EXPENDED FOR PHYSICAL PLANT ASSETS	20				

*Line No.: Reference OE FORM 2300-4, 3/70, Part B

NAME OF INSTITUTION:

NET OPERATING FUNDS

SURPLUS OR (DEFICIT) IN FUNDS BY MAJOR CATEGORY AND TOTAL*

		1965-66	1969-70	1975-76	1980-81
I.	EDUCATIONAL AND GENERAL PURPOSES				
II.	STUDENT AID GRANTS				
III.	MAJOR PUBLIC SERVICE PROGRAMS				
IV.	AUXILIARY ENTERPRISES				
V.	TOTAL CURRENT SURPLUS OR (DEFICIT) - Add I, II, III, IV above				

*Surplus or (Deficit) = Revenues by Sources minus Expenditures by Function

NAME OF INSTITUTION:

TOTAL ASSETS

1. CURRENT FUNDS:

Unrestricted-

	1965-66	1969-70
1.1 Cash		
1.2 Investments, at cost		
1.3 Accounts receivable, less allowance for doubtful accounts		
1.4 Notes receivable, less allowance for doubtful notes		
1.5 Inventories, at cost		
1.6 Prepaid expenses and deferred charges		
Restricted-		
1.7 Cash		
1.8 Investments, at cost		
1.9 Accounts receivable - principally agencies of the U.S. Government		
1.10 TOTAL CURRENT FUNDS		
2. LOAN FUNDS:		
2.1 Cash		
2.2 Investments, at cost		
2.3 Notes receivable, less allowance for doubtful notes		
2.4 TOTAL LOAN FUNDS		

F4

NAME OF INSTITUTION:

TOTAL ASSETS

3. ENDOWMENT AND SIMILAR FUNDS:	1965-66	1969-70
3.1 Cash		
3.2 Investments, at cost		
3.3 (Funds held in trust by others)		
3.4 TOTAL ENDOWMENT AND SIMILAR FUNDS		
4. ANNUITY AND LIFE INCOME FUNDS:		
4.1 Cash		
4.2 Investments, at cost		
4.3 TOTAL ANNUITY AND LIFE INCOME FUNDS		
5. PLANT FUNDS:		
Unexpended Plant Funds-		
5.1 Cash		
5.2 Investments, at cost		
5.3 Appropriations receivable		
5.4 Accounts receivable		
Funds for Renewals and Replacements-		
5.5 Cash		
5.6 Investments, at cost		
Funds for Retirement of Indebtedness-		
5.7 Cash		
5.8 Investments, at cost		

NAME OF INSTITUTION:

TOTAL ASSETS

Investment in Plant, at cost-	1965-66	1969-70
5.9 Land		
5.10 Buildings		
5.11 Improvements other than buildings		
5.12 Equipment		
5.13 Construction in progress		
5.14 TOTAL PLANT FUNDS		
6. AGENCY FUNDS:		
6.1 Cash		
6.2 Investments, at cost		
6.3 TOTAL AGENCY FUNDS		

F5

NAME OF INSTITUTION:

TOTAL LIABILITIES

	1965-66	1969-70
1. CURRENT FUNDS:		
Unrestricted-		
1.1 Temporary notes payable to banks		
1.2 Accounts payable and accrued expenses		
1.3 Provision for encumbrances		
1.4 Deposits		
1.5 Deferred revenues		
1.6 Fund balances		
Restricted-		
1.7 Accounts payable and accrued expenses		
1.8 Provision for endowment income stabilization		
1.9 Fund balances		
1.10 TOTAL CURRENT FUNDS		
2. LOAN FUNDS:		
2.1 Fund balances		
2.2 TOTAL LOAN FUNDS		
3. ENDOWMENT AND SIMILAR FUNDS:		
3.1 Mortgages payable on real estate		
Fund balances:		
3.2 Endowment funds		
3.3 Term endowment funds		
3.4 Quasi-endowment funds		
3.5 Net adjusted gains and losses		
3.6 TOTAL ENDOWMENT AND SIMILAR FUNDS		

NAME OF INSTITUTION:

TOTAL LIABILITIES

4. ANNUITY AND LIFE INCOME FUNDS:	1965-66	1969-70
4.1 Undistributed income		
4.2 Fund balance		
4.3 TOTAL ANNUITY AND LIFE INCOME FUNDS		
5. PLANT FUNDS:		
Unexpended Plant Funds-		
5.1 Accounts payable		
5.2 Advances from U.S. Government		
5.3 Temporary notes payable to banks		
5.4 Bonds payable		
5.5 Fund balances		
Funds for Renewals and Replacements-		
5.6 Fund balances		
Funds for Retirement of Indebtedness-		
5.7 Fund balances		
Investment in Plant-		
5.8 Notes payable		
5.9 Bonds payable		
5.10 Net investment in plant		
5.11 TOTAL PLANT FUNDS		
6. AGENCY FUNDS:		
6.1 Fund balances		
6.2 TOTAL AGENCY FUNDS		

NAME OF INSTITUTION:

ANALYSIS OF LONG-TERM INDEBTEDNESS

SCHEDULE OF LONG-TERM NOTES AND BONDS PAYABLE FOR ACADEMIC YEAR

	1965-66	1969-70	1975-76	1980-81
1 Balance, beginning of year				
Additions- 2 Bonds Issued				
3 Notes (due more than year from date of issue)				
Deductions- 4 Bonds Retired				
5 Notes Repayed				
6 Balance, end of year				

AMOUNT OF LONG-TERM DEBT DUE FOR REPAYMENT OR REFINANCING BY FINAL REPAYMENT DATE

Repayment due in (years hence):	1965-66	1969-70	1975-76	1980-81
7 More than one year but less than five years				
8 Five to ten years				
9 Ten years or over				
10 TOTAL LONG-TERM DEBT				

NAME OF INSTITUTION:

SOURCES & EXPENDITURES OF FUNDS FOR CAPITAL PURPOSES

SOURCES:	1965-66	1969-70	1975-76	1980-81
1. Government Appropriations				
1.1 Federal				
1.2 State and Local				
2. Investment Income				
3. Transfer From Other Funds				
4. Restricted Student Fees				
5. Gifts and Grants (Include Gifts of Real Property)				
6. Net Realized Gains (or Losses) on Sale of Investments				
7. Transfers From Auxiliary Enterprises				
8. Proceeds from Borrowing Invested in Plant				
9. Other Sources				
EXPENDITURES:				
11. Plant Facilities				
12. Land				
13. Current Expenditures on Debt:				
13.1 Debt Service (Interest)				
13.2 Debt Retirement				
14. Transfer to Other Funds				
15. Other Sources				

AME OF INSTITUTION:

LIBRARY EXPENSES

What have the library expenditures been at your institution for the indicated years? What do you anticipate they will be in 1975 and 1980?

PURPOSE OF EXPENSE:	1965-66	1969-70	1975-76	1980-81
1 Library materials (books and other)				
2 Salaries of library personnel including value of contributed services and student assistants				
3 Library supplies and equipment				
4 Other				
5 TOTAL LIBRARY EXPENSES				

APPENDIX C

INTERVIEW GUIDE

NAME OF INSTITUTION:

NAME AND TITLE OF RESPONDENT:

TELEPHONE NUMBER OF RESPONDENT:

INTERVIEW GUIDE

The attached form (IG) will be used as an interview guide by the Arthur D. Little, Inc., staff member who will contact you and make arrangements through your office to visit your campus shortly after you receive this package. The purpose of the visit is to discuss with you and other members of your staff, the less "quantifiable" aspects of your institution's role as one of Connecticut's independent colleges. We are sending this copy of the interview guide in advance of this visit so that the President and staff may have the opportunity to review it and outline responses to the questions asked. With a few exceptions, it is not necessary to write the complete answers to all the questions since the interviewers will take notes. We suggest that it would be helpful if the respondent prepares or has prepared in written form the information called for in questions 1, 2, and 5.

Should you require additional information, please call either Dr. William T. Garland, Jr. (Ext. 3144) or Dr. Edwin Cox (Ext. 2876) of Arthur D. Little, Inc., (617) UN4-5770.

NAME OF INSTITUTION:

INTERVIEW GUIDE

STATEMENT OF PURPOSE AND OBJECTIVES

To determine and separate the distinct roles and missions of independent institutions, it is necessary to have a statement of purpose from the institution, supported by a statement of institutional objectives.

1) Please verify that the statement of purpose made in your catalog

(Reference) is the most current one available.

If it is not current, please provide an updated statement.

2) Please provide, if available, the statement of institutional objectives approved by the governing board of your institution.

3) What changes, if any, do you plan in the Purpose and Objectives of your institution?

4) In your best estimate, what are the most significant factors influencing the anticipated changes cited above?

DISTINCTIVE OFFERINGS OR CHARACTERISTICS

Institutions of higher education often offer programs, courses and/or services that are distinctly different from those given at other institutions.

5) Please cite below those offerings that currently distinguish your institution from others in Connecticut. Indicate if they are considered innovative, experimental or unique within Connecticut, or within the region served.

Program, Course, or Service	Indicate whether unique, innovative, experimental	Remarks

In your opinion, what role do these special offerings play in attracting
dents?

7) What are the most significant recent changes in your curriculum?
Indicate why the changes were made.

8) In addition to particular programs, courses or services offered by your institution, are there characteristics which distinguish it from others in Connecticut?

9) Which of the above represent particular assets?

NEEDS AND PROBLEMS FACED BY THE INSTITUTION

10) What are the three most critical needs and problems of your institution? (Please elaborate on each need or problem identified.)

SOCIAL, CULTURAL AND ECONOMICAL IMPACT OF THE INSTITUTION ON THE LOCAL COMMUNITY

11) What social and cultural events (e.g., concerts, plays, lectures, seminars, athletic events, etc.) open to the general public are presented or sponsored by your institution? Indicate if the general public must pay a fee to attend.

12) What special facilities (e.g., library, chapel, recreational facilities, gardens, etc.) are open to the public whether for a fee or free?

13) What medical, educational, legal or other programs do you provide free or at a nominal cost to the public? (e.g., testing programs, clinical services, legal aid, internship programs, nursery or teacher training school)

14) What is the estimated value (dollars) of goods and services purchased by your institution from Connecticut suppliers (exclude wage and salary payments to your personnel)?

LONG-RANGE DEVELOPMENT PLANNING

What plans have been developed by your institution to do any of the following? Please indicate the most likely period of implementation, 1971-75 or 1976-80, and estimated impact on annual revenues and/or expenditures.

15) Institute new instructional, cultural, social, or other programs affecting character and life style of your institution.

16) Termination or change in scope or character of existing programs related to the above.

17) Construct new facilities or make major modifications to existing facilities.

18) Alter the amounts and/or sources of financial support.

INTERINSTITUTIONAL COOPERATION

19) Identify current arrangements for interinstitutional cooperation (e.g., faculty, facilities, purchasing, programs, etc.) with either other independent institutions or with public institutions. Indicate how successful these arrangements have been.

20) What, in your opinion, are the areas of cooperation which should be stimulated, extended or supported?

21) Please cite any types of interinstitutional cooperation that your institution might want to participate in in the future and with which institution (s).

APPENDIX D

TABLES

TABLE E1

FULL TIME ENROLLMENT, BY STUDENT CLASSIFICATION AND SEX
1965–66

	Men						Women							
		Bachelors						Bachelors						
	Pre-Bachelors	Freshmen	Other	Unclassified	First Professional	Graduate	Pre-Bachelors	Freshmen	Other	Unclassified	First Professional	Graduate	Total Full Time Enrollment	Full Time Equivalent Enrollment, Including Part Time Students
Albertus Magnus College	0	0	0	0	0	0	0	203	367	4	0	0	574	583
Annhurst College	0	0	0	0	0	0	0	100	250	0	0	0	350	Not Available
Connecticut College	0	0	0	0	0	17	0	361	1,043	5	0	12	1,438	1,469
Fairfield University	0	446	943	37	0	39	0	0	0	0	0	1	1,466	1,742
Hartford College for Women	0	0	0	0	0	0	0	89	94	0	0	0	183	189
Mitchell College	0	204	244	0	0	0	0	146	93	0	0	0	687	964
Post Junior College	0	99	43	0	0	0	0	148	60	0	0	0	350	350
Quinnipiac College	0	419	444	0	0	0	0	287	215	0	0	0	590	Not Available
Sacred Heart University	0	493	301	4	0	0	0	210	173	9	0	0	1,190	1,278
St. Joseph College	0	5	0	0	0	0	0	169	309	0	0	0	483	598
Trinity College	0	334	772	0	0	4	0	0	0	0	0	1	1,111	1,284
University of Bridgeport	Not Available												4,072	5,618
University of Hartford	0	Not Available	Not Available	0	0	0	0	Not Available	Not Available	0	0	0	2,268	4,662
University of New Haven	0	548	576	0	0	0	0	54	20	0	0	0	1,198	1,788
Wesleyan University	0	385	838	0	0	119	0	0	0	1	0	65	1,408	Not Available
Yale University	0	1055	3038	Not Available	Not Available	Not Available	0	0	0	Not Available	Not Available	Not Available	8,178	8,178

TABLE E2

FULL TIME ENROLLMENT, BY STUDENT CLASSIFICATION AND SEX
1970–71

	Men						Women						Total Full Time Enrollment	Full Time Equivalent Enrollment, Including Part Time Students
	Pre-Bachelors	Bachelors		Unclassified	First Professional	Graduate	Pre-Bachelors	Bachelors		Unclassified	First Professional	Graduate		
		Freshmen	Other					Freshmen	Other					
Albertus Magnus College	0	0	0	0	0	0	0	155	380	6	0	0	541	543
Annhurst College	0	0	0	0	0	0	0	138	270	0	0	0	408	Not Available
Connecticut College	0	36	116	20	0	17	0	375	973	31	0	14	1,582	1,643
Fairfield University	0	517	1,353	6	0	89	0	181	47	1	0	33	2,227	2,689
Hartford College for Women	0	0	0	0	0	0	0	108	82	0	0	0	190	205
Mitchell College	0	220	234	0	0	0	0	104	98	0	0	0	656	876
Post Junior College	0	195	127	0	0	0	0	163	63	0	0	0	548	588
Quinnipiac College	0	621	877	0	0	0	0	470	358	2	0	1	2,227	2,463
Sacred Heart University	0	275	684	29	0	0	0	155	439	20	0	0	1,602	1,771
St. Joseph College	0	0	0	0	0	1	0	141	326	4	0	14	486	622
Trinity College	0	245	849	4	0	11	0	175	218	0	0	7	1,509	1,661
University of Bridgeport	9	Not Available	Not Available	0	0	177	328	Not Available	Not Available	0	0	90	5,021	6,305
University of Hartford	0	828	1,254	0	0	190	0	721	863	0	0	94	3,950	5,978
University of New Haven	0	751	1,355	24	0	47	0	115	140	0	0	0	2,432	3,383
Wesleyan University	0	275	977	11	0	69	0	109	69	0	0	50	1,660	Not Available
Yale University	Not Available												8,927	8,927

TABLE E3

FULL TIME ENROLLMENT, BY STUDENT CLASSIFICATION AND SEX
1975–76

	Men						Women							
		Bachelors						Bachelors						
	Pre-Bachelors	Freshmen	Other	Unclassified	First Professional	Graduate	Pre-Bachelors	Freshmen	Other	Unclassified	First Professional	Graduate	Total Full Time Enrollment	Full Time Equivalent Enrollment, Including Part Time Students
Albertus Magnus College	0	60	154	5	0	0	0	120	307	5	0	0	651	659
Annhurst College	0	0	0	0	0	0	0	200	350	0	0	0	550	No Forecast Provided
Connecticut College	No Forecast Provided													
Fairfield University	0	467	1,250	40	0	180	0	233	500	30	0	110	2,810	3,410
Hartford College for Women	0	0	0	0	0	0	0	150	150	0	0	0	300	335
Mitchell College	0	275	225	0	0	0	0	120	100	0	0	0	770	920
Post Junior College	0	270	200	0	0	0	0	265	165	0	0	0	900	997
Quinnipiac College	No Forecast Provided													
Sacred Heart University	0	370	770	0	0	0	0	180	380	0	0	0	1,700	2,020
St. Joseph College	No Forecast Provided													
Trinity College	0	280	720	5	0	10	0	159	409	0	0	5	1,588	1,738
University of Bridgeport	No Forecast Provided													
University of Hartford	0	835	1,265	0	0	200	0	730	870	0	0	100	4,000	6,120
University of New Haven	0	961	1,734	32	0	160	0	147	179	0	0	20	3,233	4,534
esleyan University	0	276	737	35	0	95	0	184	491	143	0	95	2,076	No Forecast Provided
ale University	No Forecast Provided													

TABLE E4

FULL TIME ENROLLMENT, BY STUDENT CLASSIFICATION AND SEX
1980-81

	Men						Women						Total Full Time Enrollment	Full Time Equivalent Enrollment, Including Part Time Students
	Pre-Bachelors	Bachelors Freshmen	Bachelors Other	Unclassified	First Professional	Graduate	Pre-Bachelors	Bachelors Freshmen	Bachelors Other	Unclassified	First Professional	Graduate		
Albertus Magnus College	0	85	200	8	0	0	0	135	334	8	0	0	770	780
Annhurst College	0	0	0	0	0	0	0	225	375	0	0	0	600	No Forecast Provided
Connecticut College							No Forecast Provided							
Fairfield University							No Forecast Provided							
Hartford College for Women	0	0	0	0	0	0	0	175	175	0	0	0	350	392
Mitchell College	0	275	225	0	0	0	0	120	100	0	0	0	770	920
Post Junior College	0	360	265	0	0	0	0	360	215	0	0	0	1,200	1,323
Quinnipiac College							No Forecast Provided							
Sacred Heart University	0	435	905	0	0	0	0	215	380	0	0	0	2,000	2,400
St. Joseph College							No Forecast Provided							
Trinity College							No Forecast Provided							
University of Bridgeport							No Forecast Provided							
University of Hartford	0	835	1,265	0	0	250	0	730	870	0	0	150	4,100	6,300
University of New Haven	0	1,086	1,959	36	0	224	0	166	202	0	0	28	3,701	5,248
Wesleyan University	0	276	737	35	0	95	0	184	491	143	0	95	2,076	No Forecast Provided
Yale University							No Forecast Provided							

TABLE E-5

PART-TIME ENROLLMENT, BY STUDENT CLASSIFICATION AND SEX
1965-66

	Men						Women							
	Non-degree Credit	Bachelor Credit		Unclassified	First Professional	Graduate	Non-degree Credit	Bachelor Credit		Unclassified	First Professional	Graduate	Total Part Time Enrollment	Full Time Equivalent of Part Time Enrollment
		Freshmen	Other					Freshmen	Other					
Albertus Magnus College	0	0	0	0	0	0	0	0	0	28	0	0	28	9
Annhurst College	0	0	0	0	0	0	0	0	25	0	0	0	25	Not Available
Connecticut College	0	0	0	29	0	7	0	0	0	54	0	15	105	31
Fairfield University	0	0	0	0	0	443	0	0	0	0	0	385	828	276
Hartford College for Women	0	0	0	0	0	0	0	15	0	0	0	0	15	6
Mitchell College	0	282	284	0	0	0	0	180	117	0	0	0	863	277
Post Junior College	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Quinnipiac College	0	48	168	114	0	0	0	3	49	259	0	0	641	Not Available
Sacred Heart University	0	60	35	31	0	0	0	50	20	197	0	0	395	88
St. Joseph College	0	0	0	1	0	103	0	0	0	37	0	203	344	115
Trinity College	0	0	0	3	0	350	0	0	0	0	0	166	519	173
University of Bridgeport						Not Available							3,866	1,546
University of Hartford	0	Not Available	Not Available	0	0	699	0	Not Available	Not Available	0	0	514	5,983	2,394
University of New Haven	0	0	42	1,320	0	0	0	0	4	109	0	0	1,475	590
Wesleyan University	0	0	0	11	0	12	0	0	5	0	0	19	47	Not Available
Yale University	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE E-6

PART-TIME ENROLLMENT, BY STUDENT CLASSIFICATION AND SEX
1970-71

	Men						Women							
	Non-degree Credit	Bachelor Credit		Unclassified	First Professional	Graduate	Non-degree Credit	Bachelor Credit		Unclassified	First Professional	Graduate	Total Part Time Enrollment	Full Time Equivalent of Part Time Enrollment
		Freshmen	Other					Freshmen	Other					
Albertus Magnus College	0	0	0	0	0	0	0	0	0	8	0	0	8	2
Annhurst College	0	0	0	0	0	0	0	2	25	21	0	0	48	Not Available
Connecticut College	0	0	0	46	0	10	0	0	6	103	0	18	183	61
Fairfield University	0	0	0	3	0	606	0	0	0	5	0	774	1,388	462
Hartford College for Women	0	0	0	0	0	0	0	27	9	0	0	0	36	15
Mitchell College	0	159	219	0	0	0	0	169	115	0	0	0	662	220
Post Junior College	0	50	22	0	0	0	0	30	17	0	0	0	119	40
Quinnipiac College	0	17	402	246	0	1	0	12	179	145	0	1	1,003	236
Sacred Heart University	0	15	75	140	0	0	0	15	65	162	0	0	472	169
St. Joseph College	0	0	1	7	0	100	0	0	6	56	0	239	309	136
Trinity College	0	0	2	6	0	267	0	0	4	17	0	163	459	152
University of Bridgeport	4	Not Available	Not Available	Not Available	Not Available	1,207	29	Not Available	Not Available	Not Available	Not Available	780	3,854	1,284
University of Hartford	0	1,172	705	0	0	1,142	0	1,125	271	0	0	639	5,055	2,028
University of New Haven	0	0	51	1,685	0	400	0	0	15	227	0	3	2,381	951
Wesleyan University	0	0	0	35	0	90	0	0	0	115	0	57	297	Not Available
Yale University							Not Available							

TABLE E-7

PART-TIME ENROLLMENT, BY STUDENT CLASSIFICATION AND SEX
1975-76

	Men						Women						Total Part Time Enrollment	Full Time Equivalent of Part Time Enrollment
	Non-degree Credit	Bachelor Credit		Unclassified	First Professional	Graduate	Non-degree Credit	Bachelor Credit		Unclassified	First Professional	Graduate		
		Freshmen	Other					Freshmen	Other					
Albertus Magnus College	0	0	0	12	0	0	0	0	0	12	0	0	24	8
Annhurst College	0	0	0	0	0	0	0	6	30	0	0	0	36	No Forecast Provided
Connecticut College	No Forecast Provided													
Fairfield University	0	0	0	60	0	780	0	0	0	60	0	900	1,800	600
Hartford College for Women	0	0	0	0	0	0	0	50	50	0	0	0	100	35
Mitchell College	0	150	200	0	0	0	0	125	125	0	0	0	600	150
Post Junior College	0	100	60	0	0	0	0	75	55	0	0	0	290	97
Quinnipiac College	No Forecast Provided													
Sacred Heart University	0	0	0	400	0	0	0	0	0	400	0	0	800	320
St. Joseph College	No Forecast Provided													
Trinity College	0	0	10	20	0	265	0	0	10	15	0	170	490	150
University of Bridgeport	No Forecast Provided													
University of Hartford	0	1,190	710	0	0	1,250	0	0	1,130	270	0	750	5,300	2,120
University of New Haven	0	0	65	2,157	0	690	0	0	19	290	0	30	3,251	1,301
Wesleyan University	0	0	0	0	0	0	0	0	0	0	0	0	0	No Forecast Provided
Yale University	No Forecast Provided													

TABLE E-8

PART-TIME ENROLLMENT, BY STUDENT CLASSIFICATION AND SEX
1980-81

	Men						Women							
	Non-degree Credit	Bachelor Credit		Unclassified	First Professional	Graduate	Non-degree Credit	Bachelor Credit		Unclassified	First Professional	Graduate	Total Part Time Enrollment	Full Time Equivalent of Part Time Enrollment
		Freshmen	Other					Freshmen	Other					
Albertus Magnus College	0	0	0	15	0	0	0	0	0	15	0	0	30	10
Annhurst College	0	0	0	0	0	0	0	10	45	0	0	0	55	No Forecast Provided
Connecticut College						No Forecast Provided								
Fairfield University						No Forecast Provided								
Hartford College for Women	0	0	0	0	0	0	0	50	50	0	0	0	100	42
Mitchell College	0	150	200	0	0	0	0	125	125	0	0	0	600	150
Post Junior College	0	120	80	0	0	0	0	95	75	0	0	0	370	123
Quinnipiac College						No Forecast Provided								
Sacred Heart University	0	0	0	500	0	0	0	0	0	500	0	0	1,000	400
St. Joseph College						No Forecast Provided								
Trinity College						No Forecast Provided								
University of Bridgeport						No Forecast Provided								
University of Hartford	0	1,200	860	0	0	1,250	0	1,130	300	0	0	750	5,590	2,200
University of New Haven	0	0	73	2,437	0	966	0	0	21	328	0	42	3,867	1,547
Wesleyan University	0	0	0	0	0	0	0	0	0	0	0	0	0	No Forecast Provided
Yale University						No Forecast Provided								

TABLE E9

FAMILY INCOME, ETHNIC BACKGROUND, RESIDENTIAL DISTRIBUTION AND PREPARATION FOR COLLEGE

ASSOCIATE DEGREE CANDIDATES, 1965-66

	Family Income ($ Thousands)					Ethnic Background			Legal Residence		Preparation for College (% of Freshmen)		
	Under 5	5 and Under 10	10 and Under 15	15 and Under 20	20 and Over	Negro	Spanish Surname	Other Minority	Connecticut	Not Connecticut	Public High School	Private Preparatory School	Other
Hartford College for Women	2%	30%	52%	13%	3%	2%	0	0	95%	5%	80	20	0
Mitchell College	Not Available					3.7	1.0%	0.2%	86	14	81	12	7
Post Jr. College	Not Available								95	5	95	0	5*
Quinnipiac College	Not Available												
Sacred Heart University	Not Available					2	1	0.1	99.8	0.2	58	42	0
University of Bridgeport	Not Available												
University of Hartford	Not Available												
University of New Haven	Not Available										97	2	1

*Parochial

TABLE E14

FAMILY INCOME, ETHNIC BACKGROUND, RESIDENTIAL DISTRIBUTION AND PREPARATION FOR COLLEGE

BACHELOR'S DEGREE CANDIDATES, 1970-71

	Family Income ($ Thousands)					Ethnic Background			Legal Residence		Preparation for College (% of Freshmen)		
	Under 5	5 and Under 10	10 and Under 15	15 and Under 20	20 and Over	Negro	Spanish Surname	Other Minority	Connecticut	Not Connecticut	Public High School	Private Preparatory School	Other
Albertus Magnus College	4%	28%	38%	22%	8%	2%	1%	0.7%	57%	43%	54	46	0
Annhurst College	Not Available					0.3	0	0	50	50	62	35	0
Connecticut College	Not Available					3	Not Available	0.4	27	73	62	38	0
Fairfield University	Not Available					2.3	1.2	0	48	52	Not Available		
Quinnipiac College	Not Available												
Sacred Heart University	Not Available					2	1	0.1	97	3	42	58	0
St. Joseph College	Not Available					2.3	0.64	0	76	24	51	49	0
Trinity College	Not Available					4.6	0.9%	0.5	26	74	50.2	49.8	0
University of Bridgeport	Not Available												
University of Hartford	Not Available								44.4	55.6	Not Available		
University of New Haven	Not Available								90	10	95	4	1
Wesleyan University	10.7	10.1	11.0	9.2	59	13.8	1.2	0.5	19	81	71	29	0
Yale University	Not Available												

TABLE E15

FAMILY INCOME, ETHNIC BACKGROUND, RESIDENTIAL DISTRIBUTION AND PREPARATION FOR COLLEGE

BACHELOR'S DEGREE CANDIDATES 1975-76

	Family Income ($ Thousands)					Ethnic Background			Legal Residence		Preparation for College (% of Freshmen)		
	Under 5	5 and Under 10	10 and Under 15	15 and Under 20	20 and Over	Negro	Spanish Surname	Other Minority	Connecticut	Not Connecticut	Public High School	Private Preparatory School	Other
Albertus Magnus College	4%	23%	40%	23%	10%	5%	5%	5%	65%	35%	61	39	0
Annhurst College	No Forecast Provided					5	0	0	55	45	65	35	0
Connecticut College	No Forecast Provided												
Fairfield University	No Forecast Provided												
Quinnipiac College	No Forecast Provided												
Sacred Heart University	No Forecast Provided					2	1	0.1	99	1	50	50	0
St. Joseph College	No Forecast Provided												
Trinity College						6.5	1.5	1	30	70	55	45	0
University of Bridgeport	No Forecast Provided												
University of Hartford	No Forecast Provided												
University of New Haven	No Forecast Provided								85	15	93	6	1
Wesleyan University	10	10.2	9.5	10.3	60	14	1.4	0.7	19.5	80.5	65	35	0
Yale University	No Forecast Provided												

TABLE E16

FAMILY INCOME, ETHNIC BACKGROUND, RESIDENTIAL DISTRIBUTION AND PREPARATION FOR COLLEGE

BACHELOR'S DEGREE CANDIDATES, 1980-81

	Family Income ($ Thousands)					Ethnic Background			Legal Residence		Preparation for College (% of Freshmen)		
	Under 5	5 and Under 10	10 and Under 15	15 and Under 20	20 and Over	Negro	Spanish Surname	Other Minority	Connecticut	Not Connecticut	Public High School	Private Preparatory School	Other
Albertus Magnus College	0	20%	42%	25%	13%	10%	10%	10%	70%	30%	70	30	0
Annhurst College	No Forecast Provided					10	0	0	60	40	70	30	0
Connecticut College	No Forecast Provided												
Fairfield University	No Forecast Provided												
Quinnipiac College	No Forecast Provided												
Sacred Heart University	No Forecast Provided					5	3	0.1	99	1	60	40	0
St. Joseph College	No Forecast Provided												
Trinity College	No Forecast Provided												
University of Bridgeport	No Forecast Provided												
University of Hartford	No Forecast Provided												
University of New Haven	No Forecast Provided								80	20	90	9	1
Wesleyan University	8.5	9	9	10.5	63	14.2	1.5	0.9	21	79	63	37	0
Yale University	No Forecast Provided												

TABLE D1

DEGREES AWARDED BY LEVEL AND YEAR

	Associate				Bachelors				Masters				Doctors				1st Professional			
	1965	1970	1975	1980	1965	1970	1975	1980	1965	1970	1975	1980	1965	1970	1975	1980	1965	1970	1975	1980
Albertus Magnus College	0	0	0	0	113	138	128	150	0	0	0	0	0	0	0	0	0	0	0	0
Annhurst College	0	0	0	0	47	75	No Forecast Provided	No Forecast Provided	0	0	0	0	0	0	0	0	0	0	0	0
Connecticut College	0	0	0	0	294	323	No Forecast Provided	No Forecast Provided	10	13	No Forecast Provided	No Forecast Provided	0	0	0	0	0	0	0	0
Fairfield University	0	0	0	0	266	404	No Forecast Provided	No Forecast Provided	146	237	No Forecast Provided	No Forecast Provided	0	0	0	0	0	0	0	0
Hartford College for Women	56	67	140	165	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mitchell College	172	203	250	250	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post Jr. College	Not Available	105	280	400	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Quinnipiac College	69	95	150	250	114	295	615	1145	0	0	65	115	0	0	0	0	0	0	0	0
Sacred Heart University	0	41	75	100	0	388	300	400	0	0	0	0	0	0	0	0	0	0	0	0
St. Joseph College	0	0	0	0	134	156	No Forecast Provided	No Forecast Provided	21	41	No Forecast Provided	No Forecast Provided	0	0	0	0	0	0	0	0
Trinity College	0	0	0	0	250	307	345	No Forecast Provided	72	93	93	No Forecast Provided	0	0	0	0	0	0	0	0
University of Bridgeport	152	149	No Forecast Provided	No Forecast Provided	581	984	No Forecast Provided	No Forecast Provided	229	359	No Forecast Provided	No Forecast Provided	0	0	0	0	0	0	0	0
University of Hartford	67	26	70	70	405	592	650	700	203	312	420	470	0	0	0	0	0	0	0	0
University of New Haven	95	128	150	175	187	448	575	650	0	0	250	350	0	0	0	0	0	0	0	0
Wesleyan University	0	0	0	0	236	317	410	410	99	178	77	77	1	5	8	8	0	0	0	0
Yale University	0	0	0	0	961	949	No Forecast Provided	No Forecast Provided	768	769	No Forecast Provided	No Forecast Provided	297	351	No Forecast Provided	No Forecast Provided	335	300	No Forecast Provided	No Forecast Provided

TABLE D2

BACHELOR'S DEGREES AWARDED

1965

	Architecture	Biological Sciences	Business and Commerce	Computer Science and Systems Analysis	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Language and Literature	Geography	Health Professions	Home Economics	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc
Albertus Magnus College	0	6	0	0	0	0	22	3	22	0	0	0	8	0	6	0	0	46	0
Annhurst College	0	4	7	0	0	0	8	0	10	0	0	0	0	0	0	0	0	18	0
Connecticut College	0	29	0	0	0	0	39	32	25	0	0	6	12	8	11	21	3	108	0
Fairfield University	0	28	29	0	16	0	43	0	12	0	0	0	10	0	11	25	1	91	0
Quinnipiac College	0	0	97	0	0	0	0	0	0	0	17	0	0	0	0	0	0	0	0
Sacred Heart* University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Joseph College	0	6	0	0	52	0	11	3	19	0	0	8	7	0	7	4	0	12	0
Trinity College	0	32	0	0	0	15	36	10	10	0	0	0	6	3	10	14	11	99	4
University of Bridgeport	0	16	84	0	258	48	17	7	6	0	41	0	15	0	7	22	0	51	0
University of Hartford	0	9	127	0	45	49	0	31	5	0	0	0	7	0	20	28	0	6	78
University of New Haven	0	0	116	0	0	71	0	0	0	0	0	0	0	0	0	0	0	0	0
Wesleyan University	0	20	0	0	0	0	46	4	12	0	0	0	4	2	22	8	3	36	0
Yale University	14	29	0	0	0	50	154	13	55	1	0	0	25	43	37	49	11	353	127

*No degree until 1967.

TABLE D3

BACHELOR'S DEGREES AWARDED

1970

	Architecture	Biological Sciences	Business and Commerce	Computer Science and Systems Analysis	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Geography	Health Professions	Home Economics	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc
Albertus Magnus College	0	4	0	0	0	0	14	8	18	0	0	0	12	0	0	19	0	63	0
Annhurst College	0	1	12	0	30	0	9	C	2	0	0	0	3	0	0	0	0	18	0
Connecticut College	0	24	0	0	0	0	50	38	28	0	0	16	6	9	6	25	11	110	0
Fairfield University	0	13	67	0	0	0	86	0	15	0	0	0	12	2	28		1	142	0
Quinnipiac College	0	11	166	0	0	0	15	0	6	0	25	0	3	0	0	45	0	48	0
Sacred Heart University	0	11	63	0	0	0	107	0	0	0	0	0	21	0	0	0	0	151	0
St. Joseph College	0	7	0	0	83	0	18	1	11	0	0	2	4	0	6	26	0	73	0
Trinity College	0	14	0	0	0	7	53	12	9	0	0	0	12	10	9	36	18	107	0
University of Bridgeport	0	6	178	0	278	56	75	33	8	0	70	0	21	5	13	33	0	178	1
University of Hartford	0	11	146	0	138	48	40	32	12	0	0	0	10	2	10	45	0	64	32
University of New Haven	0	0	201	0	0	142	55	0	0	0	0	0	2	0	7		0	41	0
Wesleyan University	0	14	0	0	0	0	56	26	16	0	0	0	4	4	12	26	12	141	4
Yale University	8	50	0	0	0	19	143	37	45	0	0	0	22	30	56	79	6	318	136

BACHELOR'S DEGREES AWARDED

1975

	Architecture	Biological Sciences	Business and Commerce	Computer Science and Systems Analysis	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Geography	Health Professions	Home Economics	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc.
Albertus Magnus College	0	4	0	0	0	0	13	10	10	0	0	0	10	0	6	25	0	50	0
Connecticut College									No Forecast Provided										
Fairfield University									No Forecast Provided										
Quinnipiac College	0	50	200	35	0	0	30	0	25	0	100	0	10	0	16	50	0	100	0
Sacred Heart University	0	11	67	0	0	0	56	0	0	0	0	0	19	7	26	0	0	112	0
St. Joseph College									No Forecast Provided										
Trinity College	0	38	0	0	0	8	58	14	10	0	0	0	14	12	10	43	19	119	0
University of Bridgeport									No Forecast Provided										
University of Hartford	0	14	160	0	151	53	44	35	13	0	0	0	11	0	11	49	0	70	36
University of New Haven	0	25	220	15	20	176	68	0	0	0	0	0	3	0	8	0	0	42	0
Wesleyan University									No Forecast Provided										
Yale University									No Forecast Provided										

*Total - 80

TABLE D7

MASTER'S DEGREES AWARDED
1970

	Architecture	City Planning	Biological Sciences	Business and Commerce	Computer Science and Systems Analysis	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Forestry	Health Professions	Law	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc.
Connecticut College	0	0	1	0	0	0	0	3	1	1	0	0	0	0	0	0	5	0	2	0
Fairfield University	0	0	0	0	0	209	0	0	0	0	0	0	0	0	0	0	0	12	16	0
St. Joseph College	0	0	8	0	0	20	0	1	0	1	0	0	0	5	0	3	1	1	1	0
Trinity College	0	0	0	0	0	20	0	15	0	25	0	0	0	5	2	6	0	0	20	0
University of* Bridgeport	0	0	6	51	0	236	18	15	0	3	0	0	0	10	0	2	0	0	15	3
University of Hartford	0	0	0	65	0	224	0	12	4	7	0	0	0	0	0	0	0	0	6	2
Wesleyan University	0	0	2	0	0	0	0	39	13	17	0	0	0	39	0	7	2	0	30	29
Yale University	62	20	40	0	0	83	20	18	79	38	28	49	17	8	4	31	2	54	140	96

*Also awarded 6th year certificate.

TABLE D6

MASTER'S DEGREES AWARDED
1965

	Architecture	City Planning	Biological Sciences	Business and Commerce	Computer Science and Systems Analysis	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Forestry	Health Professions	Law	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc.
Connecticut College	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	6	0	1	0
Fairfield University	0	0	0	0	0	146	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Joseph College	0	0	4	0	0	2	0	1	0	2	0	0	0	0	0	5	1	1	5	0
Trinity College	0	0	0	0	0	14	0	14	0	6	0	0	0	8	3	13	0	0	14	0
University of * Bridgeport	0	0	0	8	0	208	13	0	0	0	0	0	0	0	0	0	0	0	0	0
University of Hartford	0	0	0	9	0	179	0	0	10	5	0	0	0	0	0	0	0	0	0	0
Wesleyan University	0	0	3	0	0	78	0	1	5	0	0	0	0	2	0	11	0	0	0	1
Yale University	19	20	17	0	0	52	28	24	83	27	38	30	41	19	23	56	6	66	138	0

*Also Award 6th Year Certificate

TABLE D5

BACHELOR'S DEGREES AWARDED

1980

	Architecture	Biological Sciences	Business and Commerce	Computer Science and Systems Analysis	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Geography	Health Professions	Home Economics	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc.
Albertus Magnus College		4					15	12	12				12		10	30		55	
Annhurst College*																			
Connecticut College									No Forecast Provided										
Fairfield University									No Forecast Provided										
Quinnipiac College		100	300	70			50		35		150		25		30	155		200	
Sacred Heart University		15	90				75						25	10	35			150	
St. Joseph College									No Forecast Provided										
Trinity College									No Forecast Provided										
University of Bridgeport									No Forecast Provided										
University of Hartford		15	172		163	57	47	38	14				12		12	53		76	38
University of New Haven		30	230	20	23	195	72	15					4		8			43	
Wesleyan University									No Forecast Provided										
Yale University									No Forecast Provided										

*Total - 90

TABLE D8

MASTER'S DEGREES AWARDED
1975

	Architecture	City Planning	Biological Sciences	Business and Commerce	Computer Science and Systems Analysis	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Forestry	Health Professions	Law	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc
Connecticut College										No Forecast Provided										
Fairfield University										No Forecast Provided										
Quinnipiac College	0	0	10	0	0	0	25	0	0	0	0	0	0	0	0	0	0	30	0	0
St. Joseph College										No Forecast Provided										
Trinity College	0	0	0	0	20	0	15	0	25	0	0	0	5	2	6	0	0	20	0	0
University of* Bridgeport										No Forecast Provided										
University of Hartford	0	0	7	81	0	250	0	15	5	9	0	0	0	10	0	0	30	0	10	3
University of New Haven	0	0	0	115	20	0	25	0	0	0	0	0	0	0	0	0	10	0	0	80
Wesleyan University	0	0	3	0	0	45	0	1	6	2	0	0	0	3	0	7	6	0	4	0
Yale University										No Forecast Provided										

*Also award 6th year certificate.

TABLE D9

MASTER'S DEGREES AWARDED
1980

	Architecture	City Planning	Biological Sciences	Business and Commerce	Computer Science and Systems Analysis	Education	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Forestry	Health Professions	Law	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc
Connecticut College		←							No Forecast Provided										→	
Fairfield University		←							No Forecast Provided										→	
Quinnipiac College	0	0	20	0	0	0	35	0	0	0	0	0	0	0	0	0	0	60	0	0
St. Joseph College		←							No Forecast Provided										→	
Trinity College		←							No Forecast Provided										→	
University of* Bridgeport		←							No Forecast Provided										→	
University of Hartford	0	0	8	90	0	280	0	17	6	10	0	0	0	11	0	0	34	0	11	[illegible]
University of New Haven	0	0	0	125	50	0	50	10	0	0	0	0	0	0	0	10	15	0	0	90
Wesleyan University		←							No Forecast Provided										→	
Yale University		←							No Forecast Provided										→	

*Also award 6th year certificate

TABLE D10

DOCTOR'S DEGREES AWARDED

1965

	Biological Sciences	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Geography	Health Professions	Home Economics	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc.
Wesleyan University	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Yale University	26	6	20	7	28	8	0	6	8	16	61	14	20	48	29

TABLE D11

DOCTOR'S DEGREES AWARDED

1970

	Biological Sciences	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Geography	Health Professions	Home Economics	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc.
Wesleyan University	1	0	0	0	0	0	0	0	3	0	1	0	0	0	0
Yale University	40	30	26	4	44	4	2	10	11	13	52	11	13	70	21

TABLE D12

DOCTOR'S DEGREES AWARDED

1975

	Biological Sciences	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Geography	Health Professions	Home Economics	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc.
Wesleyan University	2	0	0	2	0	0	0	0	2	0	2	0	0	0	0
Yale University							No Forecast Provided								

TABLE D13

DOCTOR'S DEGREES AWARDED

1980

	Biological Sciences	Engineering	English and Journalism	Fine and Applied Arts	Foreign Languages and Literature	Geography	Health Professions	Home Economics	Mathematical Sciences	Philosophy	Physical Sciences	Psychology	Religion	Social Sciences	Misc.
Wesleyan University		←						No Forecast Provided						→	
Yale University		←						No Forecast Provided						→	

TABLE D14

NUMBER OF FIRST PROFESSIONAL DEGREES AWARDED
(No Forecasts Provided)

	Medicine		Law		Theology		Fine Arts		Architecture	
	1965	1970	1965	1970	1965	1970	1965	1970	1965	1970
Yale University	77	83	166	121	67	71	2	16	23	9

TABLE S1

ADMISSION TESTS REQUIRED

	1965				1970				1975			
	College Entrance Examination Board				College Entrance Examination Board				College Entrance Examination Board			
	Scholastic Aptitude Test	Achievement Tests	Advanced Placement	American College Testing Program	Scholastic Aptitude Test	Achievement Tests	Advanced Placement	American College Testing Program	Scholastic Aptitude Test	Achievement Tests	Advanced Placement	American College Testing Program
Albertus Magnus College	Yes	3	Yes	Yes	Yes	3	Yes	Yes	Yes	3	Yes	Yes
Annhurst College	Yes	3	Yes	No	Yes	3	Yes	No	Yes	3	Yes	No
Connecticut College	Yes	3	Yes	No	Yes	3	Yes	No	Yes	Y (# N/A)	Yes	No
Fairfield University	Yes	3	Yes	No	Yes	3	Yes	No	Yes	3	Yes	No
Hartford College for Women	Yes	3	No	No	Yes	3	No	No	Yes	3	Yes	Yes
Mitchell College	No	No	No	No	No	No	No	No	No	No	No	No
Post Jr. College	No	No	No	No	Yes	No	No	Yes	Yes	No	Yes	Yes
Quinnipiac College	No	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Sacred Heart University	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
St. Joseph College	Yes	3	No	Yes	Yes	3	No	Yes	Yes	3	No	Yes
Trinity College	Yes	No	4	No	Yes	1	Yes	No	Yes	1	Yes	No
University of Bridgeport	Yes	Y (# N/A)	Not Available	Not Available	Yes	Y (# N/A)	Yes	Not Available	Yes	Y (# N/A)	Yes	No Forecast Provided
University of Hartford	Yes	No	No	No	Yes	1	No	Yes	No Forecast Provided	No Forecast Provided	No	Yes
University of New Haven	No	No	No	No	No	No	No	No	No	No	No	No
Wesleyan University	Yes	3	No	No	Yes	3	No	No	Yes	3	No	Yes
Yale University	Yes	2	No	No	Yes	2	No	No		No Forecast Provided		

TABLE S2

ENTERING STUDENTS' SCHOLASTIC APTITUDE TEST SCORES

Verbal / Math	1965					1970					Notes
	Under 400	400–499	500–599	600–699	700–800	Under 400	400–499	500–599	600–699	700–800	
Albertus Magnus College	1	42	90	61	9	2	39	68	40	6	Composite Scores
Annhurst College	Not Available					37/51	66/59	35/26	2/4	0/0	
Connecticut College	0/0	14/16	122/143	217/197	34/31	3/5	29/43	199/189	142/134	16/18	
Fairfield University	Not Available					Not Available					1965 (Averages) 1970 V-542 M-570 V-545 M-575
Hartford College for Women	2	18	44	29		6	31	38	21		Composite Scores
Mitchell College	40/35	142/114	70/88	21/34	1/3	107/73	137/135	62/85	18/32	3/2	
Post Jr. College	Not Available					145/133	74/72	15/27	2/3	0/1	
Quinnipiac College	Not Available					Not Available					
Sacred Heart University	258	352	86	7	0	144	219	62	5	0	Composite Scores
St. Joseph College	4	60	78	30	1	13	61	54	11	0	Composite Scores
Trinity College	0/Not Available	15/Not Available	116/Not Available	169/Not Available	32/Not Available	28/Not Available		109/Not Available	202/Not Available	73/Not Available	
University of Bridgeport	17+	675	917	217	12	28	263	447	173	16	Composite Scores
University of Hartford	Not Available					Not Available					1965 (Averages) 1970 V-494 M-504 V-501 M-528
University of New Haven	Not Available					Not Available					
Wesleyan University	6/8		81/54	198/149	101/177	26/23		57/59	163/144	142/162	
Yale University	31/Not Available		230/Not Available	558/Not Available	199/Not Available	8/Not Available		89/Not Available	387/Not Available	528/Not Available	

TABLE S3

NUMBER OF FRESHMEN SCHOLARSHIPS, NUMBER OF SENIORS PLANNING GRADUATE STUDY, AND SENIORS RECEIVING FELLOWSHIPS

	1965			1966				1970			1970			
	Freshmen Scholarships				Graduate Study Fellowships			Freshmen Scholarships				Graduate Study Fellowships		
	Merit	State	Other	Total	N.S.F.	Wilson	Other	Merit	State	Other	Total	N.S.F.	Wilson	Other
Albertus Magnus College	1	9	83	25	0	0	17	0	20	56	35	0	0	25
Annhurst College	0	0	0	9	0	0	0	0	2	39	6	0	0	2
Connecticut College	6	14	62	62	0	2	3	0	35	78	68	0	2	9
Fairfield University	Not Available							1	20	163	Not Available			
Hartford College for Women	1	2	30	0	0	0	0	1	2	31	0	0	0	0
Mitchell College	0	0	31	0	0	0	0	0	0	44	0	0	0	0
Post Jr. College	0	0	10	0	0	0	0	0	3	55	0	0	0	0
Quinnipiac College	0	1	46	Not Available				0	20	116	Not Available			
Sacred Heart University	0	2	5	No Graduates Until 1967				0	1	25	50	0	0	5
St. Joseph College	0	4	15	9	0	0	4	0	9	45	7	0	0	3
Trinity College	0	8	96	124	1	1	28	3	13	75	135	2	2	20
University of Bridgeport	Not Available													
University of Hartford	0	5		Not Available				1	12		Not Available			
University of New Haven	0	0	Not Available	7	Not Available	Not Available	Not Available	0	12	38	26	Not Available	Not Available	Not Available
Wesleyan University	11	8	134	160	3	2	64	3	20	239	213	2	Not Available	43
Yale University	Not Available													

FULL-TIME FACULTY BY RANK AND DEGREES HELD

1965-66

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Others		Total	
	Number	With Degree	Number	With Degree	Number	With Degree	Number	With Degree	Number	With Degree	Number	With Degree	Number	With Degree
Albertus Magnus College	8	7	9	4	6	2	11	4	0	0	0	0	34	17
Annhurst College	0	0	0	0	4	Not Available	2	Not Available	0	0	0	0	6	Not Available
Connecticut College	31	27	20	18	34	25	28	4	2	2	0	0	115	76
Fairfield University	17	9	25	14	41	14	14	0	0	0	0	0	97	37
Hartford College for Women	0	0	2	0	1	1	0	0	0	0	0	0	3	1
Mitchell College	0	0	0	0	0	0	0	0	0	0	42	2	42	2
Post Jr. College	0	0	0	0	0	0	0	0	0	0	12	0	12	0
Quinnipiac College	5	4	9	8	24	3	24	2	0	0	0	0	62	17
Sacred Heart University	4	4	7	7	17	10	35	0	0	0	0	0	63	21
St. Joseph College	6	6	9	8	14	8	11	0	0	0	0	0	40	22
Trinity College	33	24	29	19	34	24	14	1	3	1	0	0	113	69
University of Bridgeport							Not Available						230	73
University of Hartford	12	9	43	22	35	7	39	4	1	0	0	0	130	42
University of New Haven	4	3	14	5	14	3	19	2	2	0	0	0	53	13
Wesleyan University	50	40	20	15	61	54	16	0	4	2	0	0	151	111
Yale University	280	280	165	165	223	223	65	Not Available	21	Not Available	0	0	754	Not Available

TABLE FQ2

FULL-TIME FACULTY BY RANK AND DEGREES HELD
1970–71

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Others		Total	
	Number	With Degree	Number	With Degree	Number	With Degree	Number	With Degree	Number	With Degree	Number	With Degree	Number	With Degree
Albertus Magnus College	9	7	5	3	12	7	9	2	0	0	0	0	35	19
Annhurst College	0	0	1	0	4	Not Available	12	Not Available	1	Not Available	1	Not Available	8	Not Available
Connecticut College	33	33	30	26	48	32	21	1	0	0	0	0	132	92
Fairfield University	17	11	42	31	77	40	16	0	0	0	0	0	152	82
Hartford College for Women	4	2	0	0	1	1	0	0	0	0	0	0	5	3
Mitchell College	0	0	0	0	0	0	0	0	0	0	0	0	34	1
Post Jr. College	1	1	0	0	13	1	4	0	7	0	0	0	25	2
Quinnipiac College	11	9	25	16	56	16	33	0	0	0	0	0	125	41
Sacred Heart University	7	5	13	10	32	7	20	0	0	0	0	0	72	22
St. Joseph College	10	10	9	8	15	10	10	0	0	0	0	0	44	28
Trinity College	37	32	38	28	32	25	14	0	0	0	0	0	121	85
University of Bridgeport	48	44	66	48	160	61	58	0	0	0	0	0	341	153
University of Hartford	43	32	62	32	94	38	69	1	4	0	1	1	273	104
University of New Haven	10	8	30	13	52	10	19	0	0	0	0	0	111	31
Wesleyan University	66	53	43	35	88	79	12	0	21	2	0	0	230	169
Yale University	348	348	151	151	271	271	31	31	23	23	0	0	824	824

TABLE FQ5

NUMBERS OF PART-TIME FACULTY, BY RANK, NON-TEACHING PROFESSIONALS, AND NON-PROFESSIONAL STAFF 1965-66

	Part-Time Faculty									
	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	Other	Total	Full-Time Equivalent	Non-Teaching Professionals	Non-Professionals
Albertus Magnus College	0	0	0	0	23	0	23	8	19	127
Annhurst College	3	2	4	10	12	0	31	Not Available	Not Available	Not Available
Connecticut College	1	0	2	9	7	4	23	7.66	52	235
Fairfield University	Not Available	Not Available	Not Available	Not Available	21	Not Available	21	10.3	Not Available	Not Available
Hartford College for Women	7	7	3	9	0	1	27	7.7	7	5
Mitchell College	Not Available	Not Available	Not Available	Not Available	Not Available	38	38	13	12.5	45
Post Jr. College	Not Available	Not Available	Not Available	Not Available	Not Available	10	10	5	4	4
Quinnipiac College	2	3	28	47	0	4	84	21	14	25
Sacred Heart University	0	0	0	0	13	0	13	1.5	6	35
St. Joseph College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	24	12	24	30
Trinity College	1	1	1	1	4	0	8	4	Not Available	Not Available
University of Bridgeport	0	0	0	0	150	8	158	53	Not Available	29
University of Hartford	0	0	0	0	0	250	250	72	82	130
University of New Haven	0	0	0	110	0	0	110	65	38	98
Wesleyan University	1	2	5	7	7	0	22	6.21	107	285
Yale University					Not Available					

TABLE FQ6

NUMBERS OF PART-TIME FACULTY, BY RANK, NON-TEACHING PROFESSIONALS, AND NON-PROFESSIONAL STAFF 1970–71

	Part-Time Faculty									
	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	Other	Total	Full-Time Equivalent	Non-Teaching Professionals	Non-Professionals
Albertus Magnus College	0	0	0	0	24	0	24	8	26	198
Annhurst College	3	5	2	7	19	1	36	16	18.5	29
Connecticut College	6	3	8	8	11	0	36	16.0	51.6	291.1
Fairfield University	Not Available	Not Available	Not Available	Not Available	40	0	40	18.3	78	175
Hartford College for Women	5	7	6	2	0	2	22	6.5	11	9
Mitchell College	Not Available	Not Available	Not Available	Not Available	Not Available	21	21	7	15.5	42
Post Jr. College	0	0	5	9	0	0	14	5	16	9.5
Quinnipiac College	0	3	28	58	0	4	93	23	49	60
Sacred Heart University	0	0	0	2	34	1	37	12.5	12	92
St. Joseph College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	26	15	38	43
Trinity College	2	2	3	0	5	0	12	6.66	Not Available	Not Available
University of Bridgeport	Not Available	Not Available	Not Available	Not Available	198	10	208	72	92	54
University of Hartford	Not Available	Not Available	Not Available	Not Available	Not Available	230	230	68	135	238
University of New Haven	25	60	80	211	0	40	229	81.25	50.25	122
Wesleyan University	6	4	6	2	15	0	33	10.08	164	426
Yale University	← Not Available →									

TABLE FQ8

NUMBERS OF PART-TIME FACULTY, BY RANK, NON-TEACHING PROFESSIONALS, AND NON-PROFESSIONAL STAFF 1980-81

	Part-Time Faculty									
	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	Other	Total	Full-Time Equivalent	Non-Teaching Professionals	Non-Professionals
Albertus Magnus College	0	0	0	0	18	0	18	6	34	250
Annhurst College	3	6	4	12	15	0	40	18	18.5	32
Connecticut College				No Forecast Provided						
Fairfield University				No Forecast Provided						
Hartford College for Women	12	16	15	8	0	2	53	14	18	20
Mitchell College	0	0	0	0	0	20	20	7	16	45
Post Jr. College	2	4	15	9	0	0	30	12	25	20
Quinnipiac College	6	7	38	68	0	0	119	30	50	75
Sacred Heart University	0	0	0	0	40	0	40	16	15	98
St. Joseph College				No Forecast Provided						
Trinity College				No Forecast Provided						
University of Bridgeport	No Forecast Provided	No Forecast Provided	No Forecast Provided	No Forecast Provided	218	10	228	76	No Forecast Provided	No Forecast Provided
University of Hartford	No Forecast Provided	No Forecast Provided	No Forecast Provided	No Forecast Provided	No Forecast Provided	160	160	50	145	265
University of New Haven	28	65	85	29	0	40	247	78	56	130
Wesleyan University	6	6	6	3	9	0	30	10	170	425
Yale University				No Forecast Provided						

TABLE FQ9

FULL-TIME FACULTY AVERAGE SALARY AND FRINGE BENEFITS, BY RANK
1965-66

	Professor		Associate Professor		Assistant Professor		Instructors		Lecturers		Others	
	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe
Albertus Magnus College	10,875	794	8,550	500	7,500	290	6,900	250	0	0	0	0
Annhurst College	Not Available											
Connecticut College	12,835	1,875	10,148	1,478	8,318	1,012	6,738	699	6,250	226	226	0
Fairfield University	10,400	773	9,733	726	8,166	583	6,962	300	0	0	0	0
Hartford College for Women	0	0	10,000	700	9,000	650	0	0	0	0	0	0
Mitchell College	Not Available										5,700*	0
Post Jr. College	Not Available											
Quinnipiac College	10,700	840	9,213	765	7,367	672	6,095	592	0	0	0	0
Sacred Heart University	11,688	1,100	9,243	960	7,897	880	6,354	650	0	0	0	0
St. Joseph College	8,800	830	8,681	455	7,545	415	6,375	356	0	0	0	0
Trinity College	13,090	Not Available	9,350	Not Available	7,560	Not Available	6,570	Not Available	0	0	0	0
University of Bridgeport	10,810	1,086	9,209	1,004	7,843	928	6,548	850	0	0	0	0
University of Hartford	11,004	813	9,244	725	7,963	661	6,595	597	5,300	263	0	0
University of New Haven	10,175	941	9,500	883	8,505	882	7,500	598	0	0	0	0
Wesleyan University	15,430	3,363	10,795	2,158	8,510	1,773	7,212	1,533	11,050	2,091	0	0
Yale University	17,972	2,649	11,255	1,663	8,363	1,272	7,085	974	8,245	1,083	0	0

*Estimated

FULL-TIME FACULTY AVERAGE SALARY AND FRINGE BENEFITS, BY RANK
1970-1971

	Professor		Associate Professor		Assistant Professor		Instructors		Lecturers		Others	
	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe
Albertus Magnus College	14,067	1,605	11,500	699	10,160	921	8,943	682	0	0	0	0
Annhurst College	0	0	0	0	9,325	1,582	8,417	1,200	0	0	0	0
Connecticut College	16,148	3,007	12,598	2,457	10,372	1,463	8,852	1,385	0	0	0	0
Fairfield University	15,265	1,195	13,684	1,125	11,418	862	10,029	808	0	0	0	0
Hartford College for Women	15,000	900	0	0	NA	NA	0	0	0	0	0	0
Mitchell College					Not Available						9,151	780
Post Jr. College	15,500	1,200	14,000	1,100	11,500	1,000	10,000	950	8,500	800	0	0
Quinnipiac College	17,137	2,144	13,641	1,497	11,253	1,274	9,732	916	0	0	0	0
Sacred Heart University	14,191	1,500	11,352	1,300	9,388	1,200	8,336	1,000	0	0	0	0
St. Joseph College	14,143	1,224	11,600	1,907	9,535	998	7,940	858	0	0	0	0
Trinity College	16,888	NA	12,592	NA	10,524	NA	9,185	NA	0	0	0	0
University of Bridgeport	17,806	1,791	14,184	1,160	11,700	1,486	9,029	1,330	0	0	0	0
University of Hartford	17,419	1,441	14,415	1,451	11,955	1,189	10,064	848	10,000	1,294	0	0
University of New Haven	14,230	1,565	12,983	1,558	11,048	1,436	9,180	1,285	0	0	0	0
Wesleyan University	21,504	4,744	15,766	3,357	12,683	3,206	10,300	2,008	13,317	2,501	0	0
Yale University	24,761	3,766	14,871	2,517	11,302	1,930	10,018	745	11,429	1,271	0	0

FULL-TIME FACULTY AVERAGE SALARY AND FRINGE BENEFITS, BY RANK
1975–1976

	Professor		Associate Professor		Assistant Professor		Instructors		Lecturers		Other	
	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe
Albertus Magnus College	17,000	3,000	14,500	1,000	12,500	1,200	10,700	900	0	0	0	0
Annhurst College	No Forecast Provided											
Connecticut College	No Forecast Provided											
Fairfield University	No Forecast Provided											
Hartford College for Women	20,000	1,200	19,000	850	17,000	750	0	0	0	0	0	0
Mitchell College	No Forecast Provided											
Post Jr. College	15,500	1,200	14,000	1,100	11,500	1,000	10,000	950	0	800	0	0
Quinnipiac College	20,500	3,075	16,000	2,400	13,500	1,975	11,000	1,740	0	0	0	0
Sacred Heart University	17,739	2,200	14,190	1,800	11,735	1,700	10,420	1,400	0	0	0	0
St. Joseph College	No Forecast Provided											
Trinity College	22,100	NFP	16,800	NFP	14,000	NFP	11,500	NFP	0	0	0	0
University of Bridgeport	26,944	2,628	20,838	1,702	17,184	2,181	13,261	1,952	0	0	0	0
University of Hartford	20,032	1,661	16,577	1,669	13,748	1,367	11,574	975	0	1,488	0	0
University of New Haven	17,300	1,800	15,000	1,700	13,000	1,000	10,500	1,400	0	0	0	0
Wesleyan University	26,500	6,600	19,000	4,700	15,500	3,800	12,500	3,100	0	4,100	0	0
Yale University	No Forecast Provided											

TABLE F012

FULL-TIME FACULTY AVERAGE SALARY AND FRINGE BENEFITS, BY RANK
1980-1981

	Professor		Associate Professor		Assistant Professor		Instructors		Lecturers		Others	
	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe	Salary	Fringe
Albertus Magnus College	21,000	4,000	17,500	2,500	14,900	1,500	12,700	1,100	0	0	0	0
Annhurst College	No Forecast Provided											
Connecticut College	No Forecast Provided											
Fairfield University	No Forecast Provided											
Hartford College for Women	27,000	1,480	26,000	950	24,000	850	0	0	0	0	0	0
Mitchell College	No Forecast Provided											
Post Jr. College	17,000	1,400	15,500	1,300	13,000	1,200	11,500	1,150	0	950	0	0
Quinnipiac College	24,000	3,600	17,600	2,640	14,800	2,220	12,700	1,905	0	0	0	0
Sacred Heart University	22,174	3,100	17,138	2,500	14,669	2,400	13,025	2,100	0	0	0	0
St. Joseph College	No Forecast Provided											
Trinity College	No Forecast Provided											
University of Bridgeport	36,643	3,674	28,339	2,314	23,370	2,966	18,034	2,254	0	0	0	0
University of Hartford	23,037	1,910	19,064	1,919	15,810	1,572	13,310	1,121	0	1,711	0	0
University of New Haven	20,000	2,100	18,000	2,000	15,500	1,800	12,000	1,550	0	0	0	0
Wesleyan University	30,000	7,500	22,500	5,600	19,000	4,700	16,000	4,000	0	5,000	0	0
Yale University	No Forecast Provided											

TABLE FQ13

FACULTY BENEFIT PROGRAMS
1965-66

	Retirement	Hospitalization and Medical	Guarantee Disability Income	Tuition Plan	Housing Plan	Social Security Taxes	Unemployment Compensation Taxes	Group Life Insurance
Albertus Magnus College	✓					✓		
Annhurst College*					None			
Connecticut College	✓	✓	✓	✓		✓		✓
Fairfield University	✓	✓				✓		
Hartford College for Women				Not Available				
Mitchell College	✓	✓	✓	✓		✓		✓
Post Jr. College	✓			✓		✓		
Quinnipiac College	✓	✓		✓		✓		✓
Sacred Heart University	✓	✓		✓		✓		
St. Joseph College	✓					✓		
Trinity College	✓	✓	✓	✓		✓		✓
University of Bridgeport				Not Available				
University of Hartford	✓	✓		✓		✓		✓
University of New Haven	✓	✓				✓		
Wesleyan University	✓	✓		✓	✓	✓		✓
Yale University	✓	✓			✓			✓

*Report Complete, No Benefits Provided

TABLE FQ14

FACULTY BENEFIT PROGRAMS
1970–71

	Retirement	Hospitalization and Medical	Guarantee Disability Income	Tuition Plan	Housing Plan	Social Security Taxes	Unemployment Compensation Taxes	Group Life Insurance
Albertus Magnus College	✓	✓				✓		✓
Annhurst College		✓					✓	✓
Connecticut College	✓	✓	✓	✓		✓		✓
Fairfield University	✓	✓	✓			✓		✓
Hartford College for Women	✓	✓	✓			✓	✓	
Mitchell College	✓	✓	✓	✓		✓	✓	✓
Post Jr. College	✓	✓	✓	✓		✓	✓	✓
Quinnipiac College	✓	✓	✓	✓		✓		✓
Sacred Heart University	✓	✓	✓	✓		✓	✓	✓
St. Joseph College	✓					✓	✓	
Trinity College	✓	✓	✓	✓		✓	✓	✓
University of Bridgeport	✓	✓	✓			✓		✓
University of Hartford	✓	✓		✓		✓		✓
University of New Haven	✓	✓	✓			✓		✓
Wesleyan University	✓	✓		✓	✓	✓	✓	✓
Yale University	✓	✓	✓	✓		✓		✓

TABLE FQ15

FACULTY BENEFIT PROGRAMS
1975–1976

	Retirement	Hospitalization and Medical	Guarantee Disability Income	Tuition Plan	Housing Plan	Social Security Taxes	Unemployment Compensation Taxes	Group Life Insurance
Albertus Magnus College	✓	✓		✓		✓	✓	✓
Annhurst College		✓					✓	✓
Connecticut College				No Forecast Provided				
Fairfield University				No Forecast Provided				
Hartford College for Women	✓	✓	✓	✓		✓	✓	
Mitchell College	✓	✓	✓	✓		✓	✓	✓
Post Jr. College	✓	✓	✓	✓		✓	✓	✓
Quinnipiac College	✓	✓	✓	✓		✓	✓	✓
Sacred Heart University	✓	✓	✓	✓		✓	✓	✓
St. Joseph College				No Forecast Provided				
Trinity College	✓	✓	✓			✓	✓	✓
University of Bridgeport	✓	✓	✓			✓	✓	✓
University of Hartford	✓	✓		✓		✓	✓	✓
University of New Haven	✓	✓	✓			✓		✓
Wesleyan University	✓	✓	✓	✓	✓	✓	✓	✓
Yale University				No Forecast Provided				

TABLE FQ16

FACULTY BENEFIT PROGRAMS
1980-1981

	Retirement	Hospitalization and Medical	Guarantee Disability Income	Tuition Plan	Housing Plan	Social Security Taxes	Unemployment Compensation Taxes	Group Life Insurance
Albertus Magnus College	✓	✓		✓		✓	✓	✓
Annhurst College		✓					✓	✓
Connecticut College					No Forecast Provided			
Fairfield University					No Forecast Provided			
Hartford College for Women	✓	✓	✓	✓		✓	✓	
Mitchell College	✓	✓	✓	✓		✓	✓	✓
Post Jr. College	✓	✓	✓	✓		✓	✓	✓
Quinnipiac College	✓	✓	✓	✓	✓	✓	✓	✓
Sacred Heart University	✓	✓	✓	✓		✓	✓	✓
St. Joseph College					No Forecast Provided			
Trinity College					No Forecast Provided			
University of Bridgeport	✓	✓	✓			✓	✓	✓
University of Hartford	✓	✓		✓		✓	✓	✓
University of New Haven	✓	✓	✓			✓		✓
Wesleyan University	✓	✓	✓	✓	✓	✓	✓	✓
Yale University					No Forecast Provided			

TABLE FQ17

FULL-TIME FACULTY CONTACT HOURS, BY RANK, 1970-71

(A = 12 or More; B = 9 to 11; C = 6 to 8; D = Less Than 6)

	Professor				Associate Professor				Assistant Professor				Instructors				Lecturers				Others			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Albertus Magnus College	3	5	1	0	2	3	0	0	6	5	1	0	7	2	0	0	0	0	0	0	0	0	0	0
Annhurst College	0	0	0	0	0	0	0	0	4	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Connecticut College*	0	33	0	0	0	30	0	0	0	48	0	0	0	21	0	0	0	0	0	0	0	0	0	0
Fairfield University	1	16	0	0	2	40	0	0	0	77	0	0	0	16	0	0	0	0	14	26	0	0	0	0
Hartford College for Women	2	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mitchell College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34	0	0	0
Post Jr. College	1	0	0	0	0	0	0	0	12	1	0	0	4	0	0	0	6	1	0	0	0	0	0	0
Quinnipiac College	11	0	0	0	25	0	0	0	56	0	0	0	33	0	0	0	0	0	0	0	0	0	0	0
Sacred Heart University	3	3	1	0	6	6	0	1	26	5	0	1	13	4	1	2	0	0	0	0	0	0	0	0
St. Joseph College	10	0	0	0	9	0	0	0	14	1	0	0	10	0	0	0	0	0	0	0	0	0	0	0
Trinity College*	0	37	0	0	0	38	0	0	0	32	0	0	0	14	0	0	0	0	0	0	0	0	0	0
University of Bridgeport	0	48	0	0	0	66	0	0	0	160	0	0	0	58	0	0	0	0	18	190	0	0	0	0
University of Hartford	14	16	12	1	27	25	5	5	45	37	11	1	50	13	5	1	3	1	0	0	0	1	0	0
University of New Haven	10	0	0	0	30	0	0	0	52	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0
Wesleyan University	0	0	66	0	0	0	43	0	0	0	88	0	0	0	12	0	0	0	21	0	0	0	0	0
Yale University	Not Available																							

*Department chairmen teach 6-8 hours. Number and rank not specified.

TABLE F1

CURRENT FUNDS REVENUES, BY SOURCE
($ thousands)
1965-66

	Educational and General								
	Total	Tuition and Fees	Endowment Income	Gifts	Sponsored Research	Contributed Services	Student Aid Grants	Auxiliary Enterprises	Total
Albertus Magnus College	928	630	9	48	0	211	65	454	1,447
Annhurst College	486	314	0	72	0	60	16	271	775
Connecticut College	3,258	2,572	0	0	71	0	235	1,910	5,404
Fairfield University	2,555	2,037	16	359	14	0	0	1,120	3,653
Hartford College for Women	199	168	14	16	0	0	13	21	233
Mitchell College	1,065	1,065	0	0	0	0	6	617	1,688
Post Jr. College					Not Available				
Quinnipiac College	1,360	1,319	0	5	0	0	0	58	1,418
Sacred Heart University	1,015	984	0	0	0	0	0	91	1,106
St. Joseph College	916	613	0	57	0	189	8	274	1,198
Trinity College	3,567	2,313	731	365	48	0	268	848	4,682
University of Bridgeport	6,459	5,961	29	68	11	0	124	3,024	9,606
University of Hartford	5,304	4,330	91	249	208	0	53	595	5,951
University of New Haven	1,514	1,504	1	4	0	0	10	72	1,597
Wesleyan University	7,033	2,360	3,215	742	603	0	288	1,422	8,743
Yale University	71,526	16,992	19,785	5,342	19,908	0	3,708	4,619	79,852

TABLE F2

CURRENT FUNDS REVENUES, BY SOURCE

($ thousands)
1969-70

	Educational and General								
	Total	Tuition and Fees	Endowment Income	Gifts	Sponsored Research	Contributed Services	Student Aid Grants	Auxiliary Enterprises	Total
Albertus Magnus College	1,028	750	8	189	0	220	43	559	1,630
Annhurst College	808	523	0	0	0	60	21	371	1,200
Connecticut College	4,940	3,548	0	0	147	0	424	2,109	7,472
Fairfield University	4,249	3,711	27	330	66	0	146	1,460	5,855
Hartford College for Women	302	225	6	25	0	0	29	17	348
Mitchell College	1,218	1,209	0	0	0	0	16	681	1,915
Post Jr. College	701	688	0	0	0	0	35	334	1,070
Quinnipiac College	3,467	3,166	0	36	38	0	58	1,127	4,652
Sacred Heart University	2,177	2,106	0	24	0	0	18	289	2,484
St. Joseph College	1,158	794	7	56	49	221	19	421	1,599
Trinity College	5,125	3,424	924	503	56	0	399	1,180	6,703
University of Bridgeport	10,543	9,518	55	62	72	0	131	3,968	14,641
University of Hartford	10,598	8,517	132	421	874	0	55	1,857	12,510
University of New Haven	3,969	3,911	20	0	31	0	390	289	4,648
Wesleyan University	14,927	3,286	9,461	375	1,555	0	541	2,073	17,541
Yale University	107,642	19,200	32,417	6,981	31,253	0	6,200	11,341	125,183

TABLE F3

CURRENT FUNDS REVENUES, BY SOURCE

($ thousands)
1975-76

	Educational and General								
	Total	Tuition and Fees	Endowment Income	Gifts	Sponsored Research	Contributed Services	Student Aid Grants	Auxiliary Enterprises	Total
Albertus Magnus College	1,839	1,125	12	284	0	330	65	839	2,742
Annhurst College	885	735	0	0	0	150	30	425	1,340
Connecticut College	7,505	5,850	0	0	190	0	440	2,800	10,745
Fairfield University	7,146	6,116	60	175	No Forecast Provided	0	603	2,846	10,572
Hartford College for Women	491	400	25	25	0	0	30	114	636
Mitchell College	1,656	1,656	0	0	0	0	No Forecast Provided	1,200	2,856
Post Jr. College	1,553	1,530	0	0	0	0	23	567	2,143
Quinnipiac College	5,200	4,749	0	54	58	0	87	1,690	6,977
Sacred Heart University	3,673	3,532	0	75	0	0	25	315	4,013
St. Joseph College					No Forecast Provided				
Trinity College	7,376	5,304	1,212	620	60	0	550	2,000	9,926
University of Bridgeport					No Forecast Provided				
University of Hartford	16,000	12,900	150	600	1,500	0	80	3,600	19,680
University of New Haven	5,160	5,085	26	0	40	0	506	376	6,043
Wesleyan University	18,600	5,800	4,000	500	1,600	0	600	2,500	21,700
Yale University					No Forecast Provided				

TABLE F4

CURRENT FUNDS REVENUES, BY SOURCE

($ thousands)
1980-81

	Educational and General								
	Total	Tuition and Fees	Endowment Income	Gifts	Sponsored Research	Contributed Services	Student Aid Grants	Auxiliary Enterprises	Total
Albertus Magnus College	2,374	1,500	16	300	0	440	86	1,118	3,578
Annhurst College	1,005	840	0	0	0	165	40	500	1,545
Connecticut College	10,775	8,700	0	0	270	0	580	3,600	14,955
Fairfield University	No Forecast Provided								
Hartford College for Women	610	500	30	30	0	0	40	152	802
Mitchell College	1,872	1,872	0	0	0	0	No Forecast Provided	1,320	3,192
Post Jr. College	2,433	2,400	0	0	0	0	33	889	3,355
Quinnipiac College	6,934	6,332	0	72	77	0	116	2,254	9,304
Sacred Heart University	5,317	5,138	0	100	0	0	25	380	5,722
St. Joseph College	No Forecast Provided								
Trinity College	No Forecast Provided								
University of Bridgeport	No Forecast Provided								
University of Hartford	18,000	14,750	300	600	1,500	0	100	3,700	21,800
University of New Haven	6,708	6,610	33	0	52	0	658	489	7,855
Wesleyan University	23,455	7,100	5,855	500	1,600	0	600	3,175	27,230
Yale University	No Forecast Provided								

TABLE F5

CURRENT FUNDS EXPENDITURES, BY FUNCTION

(\$ thousands)

1965-66

	Educational and General								
	Total	Instruction and Departmental Research	Sponsored Research	Libraries	Physical Plant Maintenance & Operation	Student Aid Grants	Auxiliary Enterprises	Total	Spent from Total on Physical Plant Assets
Albertus Magnus College	672	274	0	28	143	63	247	962	382
Annhurst College	356	172	0	24	86	19	112	487	37
Connecticut College	3,315	1,420	71	161	555	316	1,291	4,922	51
Fairfield University	2,096	1,019	12	105	268	162	771	3,029	30
Hartford College for Women	201	102	0	15	28	13	17	232	2
Mitchell College	798	426	0	36	137	66	527	1,391	92
Post Jr. College					Not Available				
Quinnipiac College	1,188	648	0	59	71	53	50	1,291	20
Sacred Heart University	984	504	0	104	96	24	88	1,095	66
St. Joseph College	893	400	0	44	72	20	275	1,187	63
Trinity College	3,393	1,728	48	191	479	370	917	4,680	95
University of Bridgeport	5,427	3,334	11	210	483	398	3,075	9,587	561
University of Hartford	5,197	2,759	214	145	575	147	550	5,893	0
University of New Haven	1,418	712	0	37	159	51	110	1,578	0
Wesleyan University	6,533	3,348	603	326	513	579	1,631	8,743	0
Yale University	67,787	27,603	19,908	4,519	6,600	3,708	8,357	79,852	0

TABLE F6

CURRENT FUNDS EXPENDITURES, BY FUNCTION

($ thousands)
1969-70

	Educational and General								
	Total	Instruction and Departmental Research	Sponsored Research	Libraries	Physical Plant Maintenance & Operation	Student Aid Grants	Auxiliary Enterprises	Total	Spent from Total on Physical Plant Assets
Albertus Magnus College	1,095	453	0	47	235	89	339	1,522	509
Annhurst College	382	190	0	16	168	19	178	579	0
Connecticut College	4,999	1,880	147	232	769	544	1,886	7,429	144
Fairfield University	4,431	2,255	45	214	432	401	1,253	6,085	43
Hartford College for Women	353	130	0	23	28	16	22	391	16
Mitchell College	1,160	577	0	47	243	114	580	1,854	61
Post Jr. College	693	288	0	12	60	20	266	978	0
Ouinnipiac College	3,439	1,716	38	148	255	237	1,182	4,858	71
Sacred Heart University	2,266	994	0	156	358	105	269	2,640	75
St. Joseph College	1,241	580	0	54	91	20	358	1,619	51
Trinity College	4,903	2,505	56	331	690	739	1,382	7,024	233
University of Bridgeport	10,019	5,921	72	Not Available	765	644	3,974	14,638	439
University of Hartford	10,431	4,942	851	238	1,086	321	1,686	12,439	0
University of New Haven	3,479	1,663	31	89	362	504	309	4,292	0
Wesleyan University	13,832	6,315	1,556	665	1,387	1,237	2,472	17,541	0
Yale University	108,352	47,727	31,253	7,581	8,551	6,200	10,632	125,183	0

TABLE F7

CURRENT FUNDS EXPENDITURES, BY FUNCTION
($ thousands)
1975-76

	Educational and General								
	Total	Instruction and Departmental Research	Sponsored Research	Libraries	Physical Plant Maintenance & Operation	Student Aid Grants	Auxiliary Enterprises	Total	Spent from Total on Physical Plant Assets
Albertus Magnus College	1,641	680	0	70	352	134	507	2,282	400
Annhurst College	514	265	0	25	200	27	282	823	25
Connecticut College	7,589	2,856	190	340	1,690	620	2,516	10,725	450
Fairfield University	7,146	3,639	No Forecast Provided	346	710	886	2,290	10,376	282
Hartford College for Women	540	199	0	35	43	30	116	687	28
Mitchell College	1,624	828	0	51	331	165	1,026	2,816	75
Post Jr. College	1,480	541	0	24	90	73	425	1,978	0
Quinnipiac College	5,159	2,575	57	222	382	356	1,773	7,288	107
Sacred Heart University	3,655	1,605	0	253	578	169	294	4,117	120
St. Joseph College					No Forecast Provided				
Trinity College	7,265	3,513	60	487	1,408	977	2,217	10,459	400
University of Bridgeport					No Forecast Provided				
University of Hartford	15,380	7,500	1,425	480	1,300	750	3,550	19,680	0
University of New Haven	4,522	2,162	40	116	471	656	402	5,580	0
Wesleyan University	17,100	8,100	1,600	875	2,050	1,900	2,700	21,700	0
Yale University					No Forecast Provided				

TABLE F8

CURRENT FUNDS EXPENDITURES, BY FUNCTION

($ thousands)

1980-81

	Educational and General								
	Total	Instruction and Departmental Research	Sponsored Research	Libraries	Physical Plant Maintenance & Operation	Student Aid Grants	Auxiliary Enterprises	Total	Spent from Total on Physical Plant Assets
Albertus Magnus College	2,189	907	0	93	470	179	676	3,043	500
Annhurst College	755	425	0	40	250	35	490	1,280	30
Connecticut College	11,012	4,350	270	460	2,310	830	3,040	14,882	550
Fairfield University					No Forecast Provided				
Hartford College for Women	676	249	0	44	54	40	151	867	34
Mitchell College	1,836	936	0	58	374	189	1,128	3,154	100
Post Jr. College	2,330	965	0	32	113	103	676	3,109	0
Quinnipiac College	6,879	3,433	77	295	509	475	2,365	9,719	143
Sacred Heart University	5,207	2,289	0	360	824	240	355	5,802	172
St. Joseph College					No Forecast Provided				
Trinity College					No Forecast Provided				
University of Bridgeport					No Forecast Provided				
University of Hartford	17,250	9,235	1,425	500	1,500	900	3,650	21,800	0
University of New Haven	5,879	2,811	52	151	613	852	522	7,253	20
Wesleyan University	21,430	10,300	1,600	1,155	2,800	2,375	3,425	27,230	0
Yale University					No Forecast Provided				

TABLE F9

END OF YEAR MAJOR FUND BALANCES, TOTAL CURRENT SURPLUS OR (DEFICIT) AND LONG-TERM INDEBTEDNESS ($000) 1965-66

	Funds				Maturity Schedule of Debt (Years)			
	Educational And General Purposes	Student Aid Grants	Auxiliary Enterprises	Total	1 to 5	5 to 10	10 or over	Total
Albertus Magnus College	256	22	207	485	62	89	1,755	1,906
Annhurst College	132	(4)	159	288	447	0	1,200	1,647
Connecticut College	(57)	(81)	619	481		Not Available		
Fairfield University	459	(162)	349	646		Not Available		
Hartford College for Women	(2)	0	3	1		Not Available		
Mitchell College	267	(60)	90	297	0	200	1,002	1,202
Post Jr. College				Not Available				
Quinnipiac College	172	(53)	8	127	316	849	1,995	3,160
Sacred Heart University	32	(24)	3	11	0	0	297	297
St. Joseph College	23	(12)	0	11	123	165	1,607	1,859
Trinity College	174	(102)	(69)	2	0	586	2,405	2,991
University of Bridgeport	1,032	(274)	(51)	707	62	0	11,387	11,449
University of Hartford	643	(28)	135	751		Not Available		
University of New Haven	96	(41)	(37)	18	0	0	808	808
Wesleyan University	159	(276)	(209)	(326)	110	150	1,365	1,625
Yale University	2,343	0	(3,738)	(1,395)	80	125	765	970

TABLE F10

END OF YEAR MAJOR FUND BALANCES, TOTAL CURRENT SURPLUS OR (DEFICIT) AND LONG-TERM INDEBTEDNESS ($000)

1969-70

	Funds				Maturity Schedule of Debt (Years)			
	Educational And General Purposes	Student Aid Grants	Auxiliary Enterprises	Total	1 to 5	5 to 10	10 or over	Total
Albertus Magnus College	(67)	(46)	221	108	171	291	1,779	2,241
Annhurst College	426	2	193	621	0	2,189	1,535	3,724
Connecticut College	(59)	(120)	223	44		Not Available		
Fairfield University	(183)	(255)	207	(230)		Not Available		
Hartford College for Women	(51)	13	(4)	(42)		Not Available		
Mitchell College	58	(98)	101	61	0	0	1,542	1,542
Post Jr. College	9	15	68	92	660	294	863	1,816
Quinnipiac College	28	(179)	(56)	(206)	676	884	3,763	5,523
Sacred Heart University	(89)	(87)	19	(156)	118	207	860	1,185
St. Joseph College	(83)	(1)	63	(21)	130	175	1,467	1,772
Trinity College	222	(341)	(202)	(320)	0	1,193	4,133	5,326
University of Bridgeport	524	(514)	7	4	54	0	10,687	10,741
University of Hartford	750	4	82	836		Not Available		
University of New Haven	491	(115)	(20)	356	200	0	4,174	4,374
Wesleyan University	(3,769)	(625)	(399)	(4,792)	120	150	1,245	1,515
Yale University	(2,463)	0	709	(1,754)	100	130	660	890

TABLE F11

END OF YEAR MAJOR FUND BALANCES, TOTAL CURRENT SURPLUS OR (DEFICIT) AND LONG-TERM INDEBTEDNESS ($000)

1975–76

	Funds				Maturity Schedule of Debt (Years)			
	Educational And General Purposes	Student Aid Grants	Auxiliary Enterprises	Total	1 to 5	5 to 10	10 or over	Total
Albertus Magnus College	197	(69)	332	460	244	349	773	1,366
Annhurst College	371	3	143	517	0	0	1,415	1,415
Connecticut College	(84)	(180)	284	20	No Forecast Provided			
Fairfield University	(32)	(282)	556	242	No Forecast Provided			
Hartford College for Women	(50)	0	(2)	(52)	No Forecast Provided			
Mitchell College	32	(166)	174	40	0	0	1,387	1,387
Post Jr. College	73	(50)	142	165	No Forecast Provided			
Quinnipiac College	41	(269)	(83)	(311)	722	965	2,813	4,500
Sacred Heart University	18	(144)	21	(104)	136	217	681	1,034
St. Joseph College	No Forecast Provided				145	205	1,222	1,572
Trinity College	111	(427)	(217)	(533)	0	1,193	3,359	4,752
University of Bridgeport	No Forecast Provided							
University of Hartford	No Forecast Provided							
University of New Haven	638	(149)	(25)	463	0	0	3,855	3,855
Wesleyan University	(2,500)	(1,300)	(200)	(4,000)	2,700	7,600	18,400	28,700
Yale University	No Forecast Provided							

TABLE F12

END OF YEAR MAJOR FUND BALANCES, TOTAL CURRENT SURPLUS OR (DEFICIT) AND LONG-TERM INDEBTEDNESS ($000)

1980–81

	Funds				Maturity Schedule of Debt (Years)			
	Educational And General Purposes	Student Aid Grants	Auxiliary Enterprises	Total	1 to 5	5 to 10	10 or over	Total
Albertus Magnus College	185	(92)	443	535	274	407	308	989
Annhurst College	250	5	10	265	0	0	1,280	1,280
Connecticut College	(237)	(250)	560	73	No Forecast Provided			
Fairfield University	No Forecast Provided							
Hartford College for Women	(66)	0	1	(65)	No Forecast Provided			
Mitchell College	36	(189)	192	(38)	0	0	1,237	1,237
Post Jr. College	103	(70)	213	246	Forecast Not Provided			
Quinnipiac College	55	(359)	(111)	(415)	778	949	1,864	3,591
Sacred Heart University	190	(215)	25	(81)	143	197	520	860
St. Joseph College	No Forecast Provided				165	250	972	1,387
Trinity College	No Forecast Provided							
University of Bridgeport	No Forecast Provided							
University of Hartford	No Forecast Provided							
University of New Haven	829	(194)	(33)	602	0	0	3,274	3,274
Wesleyan University	(3,830)	(1,775)	(250)	(5,855)	7,600	8,500	9,900	26,000
Yale University	No Forecast Provided							

TABLE F13

AMOUNT OF FUNDS FOR CAPITAL PURPOSES, BY SOURCE ($000)
1965-66

	Federal Government	State and Local Government	Investment Income	Transfer from Other Funds	Restricted Student Fees	Gifts and Grants	Net Realized Gains (or Losses) on Sale of Investments	Transfers from Auxiliary Enterprises	Borrowing	Other
Albertus Magnus College	0	0	0	0	0	78	0	0	1,133	0
Annhurst College	166	0	0	0	0	0	0	0	0	0
Connecticut College	1	0	0	111	0	121	0	0	0	45
Fairfield University	0	0	24	0	0	0	0	12	0	0
Hartford College for Women	0	0	0	0	0	0	0	0	0	0
Mitchell College	0	0	0	92	0	16	0	0	1,002	0
Post Jr. College					Not Available					
Quinnipiac College	2,804	0	0	0	0	0	0	0	0	0
Sacred Heart University	0	0	0	66	0	0	0	0	0	0
St. Joseph College	0	0	0	40	0	0	0	74	1,029	0
Trinity College	15	0	18	40	0	529	0	0	1,125	0
University of Bridgeport					Not Available					
University of Hartford	0	0	33	0	0	1,812	0	0	955	0
University of New Haven	0	0	0	100	18	72	0	0	29	86
Wesleyan University	0	0	0	0	0	1,106	4,170	0	0	(3)
Yale University	2,080	0	30	138	0	387	0	0	0	0

TABLE F14

AMOUNT OF FUNDS FOR CAPITAL PURPOSES, BY SOURCE ($000)

1969-70

	Federal Government	State and Local Government	Investment Income	Transfer from Other Funds	Restricted Student Fees	Gifts and Grants	Net Realized Gains (or Losses) on Sale of Investments	Transfers from Auxiliary Enterprises	Borrowing	Other
Albertus Magnus College	0	0	0	0	0	0	0	0	500	30
Annhurst College	431	0	0	0	0	0	0	0	0	0
Connecticut College	12	0	0	480	0	253	0	0	0	50
Fairfield University	272	0	24	0	0	199	0	11	0	0
Hartford College for Women	119	0	4	0	0	0	0	0	163	191
Mitchell College	0	0	61	0	0	14	0	0	600	0
Post Jr. College	39	0	0	528	0	28	0	140	331	0
Quinnipiac College	120	0	0	0	0	0	0	0	590	0
Sacred Heart University	0	0	0	75	0	0	0	0	0	0
St. Joseph College	0	0	0	24	0	0	0	81	0	0
Trinity College	79	0	10	85	0	361	0	0	342	7
University of Bridgeport				Not Available						
University of Hartford	0	0	28	60	0	1,021	0	0	270	0
University of New Haven	150	0	0	0	21	165	0	0	1,486	377
Wesleyan University	274	0	0	0	0	18	9,721	0	0	0
Yale University	404	0	602	449	0	1,893	0	0	0	0

TABLE F15

AMOUNT OF FUNDS FOR CAPITAL PURPOSES, BY SOURCE ($000)
1975-76

	Federal Government	State and Local Government	Investment Income	Transfer from Other Funds	Restricted Student Fees	Gifts and Grants	Net Realized Gains (or Losses on) Sale of Investments	Transfers from Auxiliary Enterprises	Borrowing	Other
Albertus Magnus College	0	0	0	0	0	0	0	0	0	0
Annhurst College	0	0	0	0	0	0	0	0	0	0
Connecticut College	50	0	20	500	0	375	0	0	0	125
Fairfield University	150	0	24	0	0	200	0	14	0	0
Hartford College for Women	0	0	0	0	0	0	0	0	0	0
Mitchell College	0	0	0	75	0	0	0	0	0	0
Post Jr. College	Forecast Not Provided									
Quinnipiac College	0	0	0	0	0	0	0	0	0	0
Sacred Heart University	0	0	0	147	0	20	0	0	0	0
St. Joseph College	0	0	0	0	0	0	0	99	0	0
Trinity College	50	0	3	100	0	650	0	0	0	0
University of Bridgeport	Forecast Not Provided									
University of Hartford	Forecast Not Provided									
University of New Haven	Forecast Not Provided									
Wesleyan University	0	0	0	0	0	500	3,400	0	700	0
Yale University	Forecast Not Provided									

TABLE F16

AMOUNT OF FUNDS FOR CAPITAL PURPOSES, BY SOURCE ($000)
1980–81

	Federal Government	State and Local Government	Investment Income	Transfer from Other Funds	Restricted Student Fees	Gifts and Grants	Net Realized Gains (or Losses) on Sale of Investments	Transfers from Auxiliary Enterprises	Borrowing	Other
Albertus Magnus College	0	0	0	0	0	0	0	0	1,500	0
Annhurst College	0	0	0	0	0	0	0	0	0	0
Connecticut College	100	0	30	600	0	480	0	0	0	157
Fairfield College	Forecast Not Provided									
Hartford College for Women	0	0	0	0	0	0	0	0	0	0
Mitchell College	0	0	0	100	0	0	0	0	0	0
Post Jr. College	Forecast Not Provided									
Quinnipiac College	0	0	0	0	0	0	0	0	0	0
Sacred Heart University	0	0	0	198	0	20	0	0	0	0
St. Joseph College	0	0	0	0	0	0	0	99	0	0
Trinity College	Forecast Not Provided									
University of Bridgeport	Forecast Not Provided									
University of Hartford	Forecast Not Provided									
University of New Haven	Forecast Not Provided									
Wesleyan University	0	0	0	0	0	0	2,850	0	0	0
Yale University	Forecast Not Provided									

TABLE F17

EXPENDITURES OF FUNDS FOR CAPITAL PURPOSES, BY USE, 1965-66

($ thousands)

	Plant Facilities	Land	Debt Service	Debt Retirement	Transfer to Other Funds	Other
Albertus Magnus College	721	0	22	15	0	0
Annhurst College	1479	0	9	0	0	0
Connecticut College	233	0	86	45	0	0
Fairfield University	1229	0	50	23	0	0
Hartford College for Women			Not Available			
Mitchell College	1094	0	37	0	0	0
Post Jr. College			Not Available			
Quinnipiac College	2804	0	Not Available	17	0	0
Sacred Heart University	66	0	0	0	0	0
St. Joseph College	1787	0	36	20	0	0
Trinity College	1718	0	Not Available	81	0	10
University of Bridgeport			Not Available			
University of Hartford	236	0	0	347	209	24
University of New Haven	249	16	21	20	0	0
Wesleyan University	4918	280	59	25	0	16
Yale University	5209	0	0	20	175	0

TABLE F18

EXPENDITURES OF FUNDS FOR CAPITAL PURPOSES, BY USE, 1969-70

($ thousands)

	Plant Facilities	Land	Debt Service	Debt Retirement	Transfer to Other Funds	Other
Albertus Magnus College	1014	0	61	94	0	0
Annhurst College	3872	0	205	25	0	0
Connecticut College	745	0	107	50	0	0
Fairfield University	3084	0	190	45	0	0
Hartford College for Women	518	0	0	0	0	104
Mitchell College	661	0	34	15	0	0
Post Jr. College	528	58	110	26	0	0
Quinnipiac College	710	0	Not Available	759	0	0
Sacred Heart University	75	0	0	0	0	0
St. Joseph College	43	0	55	25	0	0
Trinity College	856	0	Not Available	98	0	28
University of Bridgeport			Not Available			
University of Hartford	487	0	104	375	0	16
University of New Haven	1870	104	139	86	0	0
Wesleyan University	9566	81	80	30	0	285
Yale University	3508	0	0	20	0	0

TABLE F19

EXPENDITURES OF FUNDS FOR CAPITAL PURPOSES, BY USE, 1975-76
(S thousands)

	Plant Facilities	Land	Debt Service	Debt Retirement	Transfer to Other Funds	Other
Albertus Magnus College	0	0	46	58	0	0
Annhurst College	20	0	175	30	0	0
Connecticut College	945	0	187	125	0	0
Fairfield University	No Forecast Provided	0	282	442	0	0
Hartford College for Women	0	0	0	0	0	0
Mitchell College	75	0	48	30	0	0
Post Jr. College			No Forecast Provided			
Quinnipiac College	0	0	No Forecast Provided	173	0	0
Sacred Heart University	120	0	13	33	0	0
St. Joseph College	0	0	49	35	0	0
Trinity College	753	0	No Forecast Provided	101	0	50
University of Bridgeport			No Forecast Provided			
University of Hartford			No Forecast Provided			
University of New Haven			No Forecast Provided			
Wesleyan University	1750	0	2350	400	0	100
Yale University			No Forecast Provided			

TABLE F20

EXPENDITURES OF FUNDS FOR CAPITAL PURPOSES, BY USE, 1980-81
(S thousands)

	Plant Facilities	Land	Debt Service	Debt Retirement	Transfer to Other Funds	Other
Albertus Magnus College	1500	0	124	65	0	0
Annhurst College	20	0	125	35	0	0
Connecticut College	1210	0	168	157	0	0
Fairfield University			No Forecast Provided			
Hartford College for Women	0	0	0	0	0	0
Mitchell College	100	0	43	30	0	0
Post Jr. College			No Forecast Provided			
Quinnipiac College	0	0	No Forecast Provided	185	0	0
Sacred Heart University	172	0	11	35	0	0
St. Joseph College	0	0	43	40	0	0
Trinity College			No Forecast Provided			
Jniversity of Bridgeport			No Forecast Provided			
Jniversity of Hartford			No Forecast Provided			
Jniversity of New Haven			No Forecast Provided			
/esleyan University	0	0	2150	600	0	100
ale University			No Forecast Provided			

TABLE F21

TOTAL ASSETS, BY FUND, 1965-66
(\$ thousands)

	Current	Loan	Endowment	Annuity and Life Income	Plant Funds	Agency
Albertus Magnus College	1,085	220	165	0	3,721	0
Annhurst College	157	0	0	0	1,883	0
Connecticut College	4,802	275	6,055	0	16,080	0
Fairfield University	1,138	523	835	0	14,708	27
Hartford College for Women	39	0	355	0	498	1
Mitchell College	1,202	30	94	0	3,039	0
Post Jr. College			Not Available			
Quinnipiac College	336	0	26	0	5,595	6
Sacred Heart University	383	39	0	0	6,605	1
St. Joseph College	59	0	0	0	8,572	0
Trinity College	1,095	547	14,099	270	18,983	81
University of Bridgeport			Not Available			
University of Hartford	1,531	83	2,811	113	12,833	0
University of New Haven	44	125	46	0	3,573	20
Wesleyan University	1,913	604	86,453	429	38,005	0
Yale University	22,129	5992	396,554	0	Not Available	0

TABLE F22

TOTAL ASSETS, BY FUND, 1969-70
(\$ thousands)

	Current	Loan	Endowment	Annuity and Life Income	Plant Funds	Agency
Albertus Magnus College	625	405	390	0	5,885	0
Annhurst College	58	0	0	0	7,017	0
Connecticut College	3,652	602	6,914	79	22,488	0
Fairfield University	775	1011	80	0	26,736	72
Hartford College for Women	31	0	496	0	498	80
Mitchell College	924	52	348	0	5,702	0
Post Jr. College	31	0	212	0	3,610	0
Quinnipiac College	724	0	37	0	9,903	11
Sacred Heart University	538	210	0	0	8,209	2
St. Joseph College	156	0	210	0	8,821	0
Trinity College	928	856	18,617	726	27,382	42
University of Bridgeport			Not Available			
University of Hartford	3,357	1443	3,959	470	33,871	0
University of New Haven	91	303	112	0	9,672	29
Wesleyan University	2,661	1127	113,876	494	64,200	0
Yale University	34,651	9964	495,877	*	Not Available	**

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* In endowment

** In current

TABLE FA1

CAPACITY AND UTILIZATION OF NON-RESIDENTIAL SPACE, 1970 AND 1975

	Available Non-Residential Space (sq. ft.)	Non-Residential Space in Use (sq. ft.)	Available Unused Space (sq. ft.)	FTE Capacity of Present Non-Residential Facilities Over Present Enrollment	FTE 1975 Capacity with Remodeling	Deferred Maintenance Beyond 12 Months ($)
Albertus Magnus College	150,134	150,134	0	450	No Forecast Provided	0
Annhurst College	94,472	Not Available	Not Available	200	600	100,000
Connecticut College	273,807	273,807	0	1,400	3,000	595,000
Fairfield University	246,460	246,460	0	900	3,700	910,000
Hartford College for Women	59,117	59,117	0	245	450	0
Mitchell College	61,046	61,046	0	0	900	4,500
Post Jr. College	53,780	29,580	24,200	400	950	0
Quinnipiac College	106,243	106,243	0	0	2,500	0
Sacred Heart University	243,293	243,293	0	900	2,500	0
St. Joseph College	128,772	128,772	0	230	850	0
Trinity College	436,818	436,818	0	*	*	1,355,000
University of Bridgeport	629,188	594,909	34,279	Not Available	7,000	69,550
University of Hartford		Not Available		350	No Forecast Provided	0
University of New Haven	130,369	101,688	28,881	0	3,000	120,000
Wesleyan University	680,950	666,592	0	0	1,700	3,115,000
Yale University			Not Available			335,000

*Dormitory and Dining Facilities Limit Full Time Residential Students to 1,525. No Information on FTE's Given.

TABLE FA2

ESTIMATES OF REMODELLING NEEDS TO REALIZE POTENTIAL 1975 ENROLLMENT USING PRESENT NON RESIDENTIAL SPACE

	Classrooms		Laboratories		Offices		Special Use		General Use		Supporting	
	Square Feet	Dollars	Square Feet	Dollars	Square Feet	Dollars	Square Feet	Dollars	Square Feet	Dollars	Square Feet	Dollars
Albertus Magnus College					No Forecast Provided							
Annhurst College	N.F.P.	20,000	N.F.P.	20,000	N.F.P.	1,000	N.F.P.	N.F.P.	N.F.P.	N.F.P.	N.F.P.	14,000
Connecticut College	10,000	500,000	10,000	500,000	5,000	250,000	N.F.P.	N.F.P.	N.F.P.	N.F.P.	4,500	1,000,000
Fairfield University	N.F.P.	200,000	N.F.P.	35,000	N.F.P.	110,000	N.F.P.	50,000	N.F.P.	120,000	N.F.P.	50,000
Hartford College for Women	0	0	0	0	0	0	0	0	0	0	1845	75,000
Mitchell College	0	0	0	0	0	0	0	0	0	0	0	0
Post Jr. College	0	0	0	0	2,000	30,000	0	0	0	0	10,000	250,000
Quinnipiac College	0	0	0	0	0	0	0	0	0	0	0	0
Sacred Heart University	0	0	0	0	0	0	0	0	0	0	0	0
St. Joseph College	0	0	0	0	0	0	0	0	0	0	0	0
Trinity College	0	0	0	0	0	0	0	0	0	0	0	0
University of Bridgeport					No Forecast Provided							
University of Hartford	0	0	0	0	0	0	0	0	0	0	0	0
University of New Haven	0	0	0	0	0	0	0	0	0	0	0	0
Wesleyan University	2,745	366,000	2,745	482,000	5,490	686,000	1,372	618,000	0	0	1,372	183,000
Yale University					No Forecast Provided							

TABLE L1

LIBRARY HOLDINGS AND EXPENSES
(thousands)

	Volumes Held, 1969	EXPENSES ($)							
		1965-1966		1969-1970		1975-1976		1980-1981	
		Books	Total	Books	Total	Books	Total	Books	Total
Albertus Magnus College	61	13	28	19	47	28	70	37	99
Annhurst College	30	10	14	10	14	15	20	18	27
Connecticut College	245	51	161	72	232	100	340	130	460
Fairfield University	96	49	105	80	214	No Forecast Provided	346	No Forecast Provided	No Forecast Provided
Hartford College for Women	30	7	15	10	23	16	35	20	44
Mitchell College	34	13	38	15	48	16	53	18	61
Post Jr. College	7	Not Available	Not Available	21	45	42	76	56	108
Quinnipiac College	58	27	59	70	136	100	187	125	236
Sacred Heart University	60	53	115	62	158	101	256	144	365
St. Joseph College	62	17	44	19	54	No Forecast Provided			
Trinity College	473	69	191	122	331	217	487	No Forecast Provided	No Forecast Provided
University of Bridgeport	169	96	210	258	485	No Forecast Provided			
University of Hartford	159	60	153	98	237	275	480	275	500
University of New Haven	53	34	128	75	175	98	228	127	296
Wesleyan University	610	123	326	227	665	325	875	450	1155
Yale University	Not Available	1420	4519	2800	7581	No Forecast Provided			

TABLE QI-1

QUALITY INDEXES, 1965-66

	Ratio of Total FTE Students to Total FTE Faculty	Ratio of Library Expenditures to Total FTE Students	Full-Time Faculty with Terminal Degree as a % of Full-Time Faculty	Average SAT Composite Score
Albertus Magnus College	13.9	$48	50	566
Annhurst College	Not Available	Not Available	Not Available	Not Available
Connecticut College	12.0	110	66	614
Fairfield University	16.2	60	38	556
Hartford College for Women	17.7	79	33	566
Mitchell College	17.5	39	5	490
Post Jr. College	20.6	Not Available	0	Not Available
Quinnipiac College	Not Available	Not Available	27	Not Available
Sacred Heart University	19.8	90	33	437
St. Joseph College	11.5	74	55	530
Trinity College	11.0	149	61	613 (Verbal Only)
University of Bridgeport	19.9	37	32	525
University of Hartford	23.1	33	32	499
University of New Haven	15.2	72	25	Not Available
Wesleyan University	Not Available	Not Available	74	656
Yale University	10.8	553	100	635

TABLE QI-2

QUALITY INDEXES, 1970–71

	Ratio of Total FTE Students to Total FTE Faculty	Ratio of Library Volumes (1969) to Total FTE Students (1970)	Ratio of Library Expenditures to Total FTE Students	Full-Time Faculty with Terminal Degree as a % of Full-Time Faculty	Tuition as a Percentage of Educational and General Fund Revenues	Average SAT Composite Score	AAUP Average Compensation Index (1969-1970)
Albertus Magnus College	12.6	112	$ 87	54	73	555	Not Available
Annhurst College	Not Available	Not Available	Not Available	Not Available	65	452	Not Available
Connecticut College	11.1	149	141	70	72	582	B
Fairfield University	15.8	36	80	54	87	560	C
Hartford College for Women	17.8	146	112	60	75	534	Not Available
Mitchell College	21.4	39	55	3	99	468	Not Available
Post Jr. College	19.6	12	77	8	98	418	Not Available
Quinnipiac College	16.6	24	55	33	91	Not Available	C
Sacred Heart University	21.0	34	89	31	97	442	C
St. Joseph College	10.5	100	87	64	69	498	D
Trinity College	13.0	285	199	70	67	622 (Verbal Only)	B
University of Bridgeport	15.3	27	77	45	90	538	C
University of Hartford	17.5	27	40	38	80	514	C
University of New Haven	17.6	16	52	28	99	Not Available	C
Wesleyan University	Not Available	Not Available	Not Available	73	22	650	A
Yale University	10.8	Not Available	849	100	18	679	A

TABLE QI-3

QUALITY INDEXES, 1975-76

	Ratio of Total FTE Students to Total FTE Faculty	Ratio of Library Expenditures to Total FTE Students	Full-Time Faculty with Terminal Degree as a % of Full-Time Faculty
Albertus Magnus College	14.0	$106	69
Annhurst College	No Forecast Provided	No Forecast Provided	No Forecast Provided
Connecticut College	No Forecast Provided	No Forecast Provided	No Forecast Provided
Fairfield University	17.2	101	64
Hartford College for Women	15.2	104	60
Mitchell College	21.9	58	No Forecast Provided
Post Jr. College	19.9	76	25
Quinnipiac College	No Forecast Provided	No Forecast Provided	27
Sacred Heart University	21.7	127	55
St. Joseph College	No Forecast Provided	No Forecast Provided	No Forecast Provided
Trinity College	13.5	280	77
University of Bridgeport	No Forecast Provided	No Forecast Provided	62
University of Hartford	17.8	78	45
University of New Haven	21.9	50	32
Wesleyan University	No Forecast Provided	No Forecast Provided	74
Yale University	No Forecast Provided	No Forecast Provided	No Forecast Provided

TABLE QI-4

QUALITY INDEXES, 1980-81

	Ratio of Total FTE Students to Total FTE Faculty	Ratio of Library Expenditures to Total FTE Students	Full-Time Faculty with Terminal Degree as a % of Full-Time Faculty
Albertus Magnus College	13.9	$127	74
Annhurst College	No Forecast Provided	No Forecast Provided	No Forecast Provided
Connecticut College	No Forecast Provided	No Forecast Provided	No Forecast Provided
Fairfield University	No Forecast Provided	No Forecast Provided	No Forecast Provided
Hartford College for Women	15.7	112	64
Mitchell College	21.9	66	No Forecast Provided
Post Jr. College	20.0	82	33
Quinnipiac College	No Forecast Provided	No Forecast Provided	28
Sacred Heart University	22.4	152	79
St. Joseph College	No Forecast Provided	No Forecast Provided	No Forecast Provided
Trinity College	No Forecast Provided	No Forecast Provided	No Forecast Provided
University of Bridgeport	No Forecast Provided	No Forecast Provided	67
University of Hartford	18.4	79	49
University of New Haven	25.4	56	32
Wesleyan University	No Forecast Provided	No Forecast Provided	75
Yale University	No Forecast Provided	No Forecast Provided	No Forecast Provided

APPENDIX E

RECOMMENDED MODIFICATION OF PUBLIC ACT NO. 627

RECOMMENDED MODIFICATION OF PUBLIC ACT NO. 627

AN ACT CONCERNING PROMOTION OF STUDENT SPACES IN INDEPENDENT CONNECTICUT COLLEGES BY THE COMMISSION FOR HIGHER EDUCATION

Be it enacted by the Senate and House of Representatives in the General Assembly convened:

Section 1. For the purposes of this act, (1) a "Connecticut Student," is defined as a resident of Connecticut as specified by the Commission for Higher Education who has been accepted for admission by an independent Connecticut college; (2) a "full-time undergraduate student" is defined as a student who has been registered at a college and who has been accepted for matriculation in a course of study leading to an associate or bachelor degree and who is carrying at least twelve credit hours or its equivalent in a course of study defined by the institution and approved by the Commission as a full-time program; (3) a "new student" is a student admitted to a college for the first time, and includes a transfer student from another institution; (4) an "independent college" is a college located in this state which is not included in the Connecticut system of public higher education and whose primary function is not the preparation of students for religious vocation.

Section 2. In order to secure opportunities in post-secondary education for the greatest number of its qualified citizens and order to insure an adequate number of student places in the total system of higher education and in order to realize the benefits which accrue both to students and to the state, the state, acting through the Commission for Higher Education, (1) shall promote and coordinate the continuing development of the independent colleges with that of the public colleges and (2) shall, without infringing upon the autonomy of the independent institutions, reimburse those independent institutions which choose to provide the number of student places available to Connecticut students to the extent required by the Commission and to guarantee the amount of financial aid to Connecticut students as specified in the contract between the independent institutions and the state of Connecticut.

Section 3. The Commission for Higher Education is authorized to contract with independent Connecticut colleges for a number of places available to Connecticut students to be determined as the greater of the following: (1) The increase in the full-time undergraduate enrollment of Connecticut students above a level to be determined by the Commission for Higher Education from past enrollments; or (2) the increase in the number of new full-time undergraduate Connecticut students entering the institution in the specified year, beyond the number of new full-time students enrolled in the previous year. To carry out the purpose of this section, the Commission may contract to pay an amount equal to one one hundred and twenty-five percent of current tuition for each such space to the college providing the same, provided the amount so paid shall not exceed the cost to the state of educating students at a comparable level in the publicly supported institutions of the state, as determined by said Commission. The Commission for Higher Education will determine the amounts to be paid institutions qualifying under the act during a specified year ending June 30 by a comparison of enrollments during the year preceding the specified year with enrollments in prior years.

Section 4. Each contracting institution shall agree (1) to attain or exceed a full-time undergraduate enrollment designated by the Commission for Higher Education; (2) to attain or exceed a full-time undergraduate enrollment of Connecticut students designated by the Commission for Higher Education; and (3) to provide Connecticut students attending such institutions with financial aid, which, at a minimum, shall be equal to eighty percent of the amount received from the state by the contracting institution under this act.

Section 5. Of the appropriation made for this purpose, the Commission for Higher Education may utilize up to two and one-half percent to administer this act, provide for a continuing evaluation of its effectiveness, conduct a detailed study of the potential contribution which can be made by the individual colleges in meeting total state needs in higher education and submit annual and other reports and recommendations to the governor and general assembly.

Section 6. In administering this act, the Commission for Higher Education shall (1) develop and utilize fiscal procedures designed to insure accountability for public funds, (2) determine, in such manner as it deems appropriate, the average cost to the state of educating students in the state's two-year and four-year public institutions of higher education, (3) identify student demand in the foreseeable future for various types and levels of higher education and record a distribution of the demand among the various institutions of higher education within the state and (4) establish the numbers of undergraduate students for whom places should be sought in the independent institutions of higher education in the state, in order not to place an additional and unplanned burden on the public institutions.